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AN

# ELEMENTARY ENGLISH GRAMMAR

AND

# EXERCISE BOOK

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BY THE

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# GRAMMAR.

## THE ALPHABET.

§ 1. An **Alphabet** is a collection of letters. Letters are signs used to represent sounds; and when written in syllables and words they teach through the eye the same ideas as are taught through the ear by the same syllables and words when spoken.

The English alphabet of twenty-six letters, now used, is the common Latin alphabet (which was spread by the Romans over Western Europe), with one letter, w, added.

A perfect alphabet, or collection of letters, would have a letter for each distinct sound, and would never use the same letter for two different sounds. This however would require many more letters than are usually found in alphabets. The English language often makes one letter do for two or more sounds; as is best seen in the use of the vowels, *a*, *e*, *i*, *o*, *u*, each of which has to do duty for more than one sound; as, *have*, *rave*; *mere*, *were*, *there*; *dine*, *give*; *love*, *hove*, *prove*; *azure*, *pure*. In the same way some consonants stand for more sounds than one; as *c*, in *cat* and *city*; *g*, in *got* and *gem*; *th*, in *this* and *thing*. On the other hand, different letters are sometimes sounded as if they were the same, as the vowels *e* and *u*, in *tern*,

§ 3. A **diphthong** is the union of two simple vowels, whose sounds flow together into one, as, *ae, ai, oi*: *Æthelstan, nail, boil.*

A **syllable** is one letter or a combination of more letters, one at least being a vowel, sounded [illegible] ously, as, *a, man, sword, stretch.*

A **word** is one or more syllables having a meani[illegible] *man, extraordinary*; but no collection of letters [illegible] with[illegible] meaning makes a word.

A word of one syllable is a monosyllable, as, *man*; [illegible] two, is a disyllable, as, *woman*; of three, is a trisyllable, as, *womanly*; of more than three, is a polysyllable, as, *womanliness.*

A **sentence** is one or more words expressing a thought or judgment, as, *go, remember, the moon shines, fire burns, he slept.*

## THE PARTS OF SPEECH.

§ 4. Words are called in Grammar **Parts of Speech**, and are of four kinds:—

i. **Nouns.** ii. **Pronouns.** iii. **Verbs.** iv. **Particles.**

i. A **Noun** is a name, that is, a word which represents a thing, or the quality of a thing, or an attribute.

**Nouns** are—

(1) **Substantive**, the name of a person or thing existing in space or conceived by the mind; as *John, Mary, England, man, grass, virtue, length, whiteness.*

(2) **Adjective**, the name of a quality conceived [illegible] longing to the thing of which a substa[illegible]

the name; as '*merry* England,' '*tall* man,' '*long* grass,' '*remarkable* virtue.'

ii. A **Pronour** is a word used instead of a noun, and is therefore either substantival or adjectival; as, *he*, *my*, *who*, *this*.

save the repetition of a noun, as—

*Ian* arose, and walked on, but *he* wandered from the way, and *he* proceeded until *he* saw a *tent* and *he* found by *it* a dog asleep.

.us instead of repeating *the man* four times we use the pronoun *he* in its place; instead of repeating *tent* we use the pronoun *it*.

iii. A **Verb** is a word which expresses some thought, or feeling, or action, about a noun (its subject), and thus makes sentence; as—

Grass *grows*. Light *shines*. He *loves* his dog. He *struck* me.

iv. **Particles** are words which help to define the relations is and verbs in sentences, or of sentences one to ner. They are of four kinds, and are called—

(1) **Adverb**, which qualifies a verb, or sometimes other words, as an adjective or another adverb; as—

He lived *here*.
They came *soon*.
He writes *badly*.
It is a *very* dark morning.
The rain falls *very* heavily.

(2) **Preposition**, which defines the relation of a noun to some other word or words in the sentence; as—

They lived *on* land.
They lived *under* the sea.

None sat *by* me.
He looked *at* them.

(3) **Conjunction,** which joins words, clauses, and sentences; as—

Yesterday *and* to-day.
To-day *or* to-morrow.
They came here *and* went back again.
He likes it *but* she does not.

(4) **Interjection,** which is an exclamation, expressing feeling, but is not grammatically part of a sentence; as, *ah! fie! alas! hurrah!*

These Parts of Speech can be divided into two kinds:—those which sometimes change, and take different shapes in different sentences; and those which never change their shape, but are always the same in all sentences.

| | |
|---|---|
| NOUN { **Substantive,** **Adjective,** | PARTICLES { **Adverb,** **Preposition,** **Conjunction,** **Interjection,** |
| PRONOUN, | |
| VERB, | |
| sometimes change, that is, have inflexion. | never change, that is, have no inflexion. |

The *man* came. The *man's* son came.

*He* struck *him* on *his* head. He is *quick*, but she is *quicker*.

I *love* him because he *loves* me.

In these sentences, by inflexion, the substantive *man* becomes *man's*; the adjective *quick* becomes *quicker*; the pronoun *he* becomes *his* and *him*; the verb *love* becomes *loves*.

**Inflexion** is a series of changes made in the form of a word to express changes in its meaning in relation to other words in a sentence.

The part of a word on which the inflexion is based is the **Stem.**

Those letters in a word which are common to it and all kindred words are the **Root.**

Nouns and Pronouns substantive have inflexion to mark Gender, Number, Case. This inflexion is called **Declension**; so we speak of declining a substantive.

Nouns adjective have inflexion to mark Degree. This is called **Comparison**; so we speak of comparing an adjective.

Verbs have inflexion to mark Voice, Mood, Tense, Number, Person. This is called **Conjugation**; so we speak of conjugating a verb.

## NOUN SUBSTANTIVE.

§ 5. **Substantives** are divided into **Common, Proper,** and **Abstract.**

A **Common noun** is the name of a thing, which may be used as the name of a class and also of each particular member of the class; as, *man, dog, city.* Thus in the sentences, Man is mortal, The dog is a faithful animal, man and dog are used each as the name of a class including all men, and all dogs; but in the sentences, This is a man, This dog is mine, the name is given to one particular member of the class.

A *Collective noun* is (a common noun) the name of a thing composed of many individuals considered as grouped into one whole; as, *army* (of many soldiers), *fleet* (of many ships).

A **Proper noun** is the name of a person or thing, which cannot also be used as the name of a class containing it and other like things: as, *Europe, John, London.*

An **Abstract noun** is the name of a quality, attribute, or action, that is thought of, though it cannot exist, apart from the thing to which it belongs; as, *whiteness, length, freedom, knowledge.*

## Inflexion of the Substantive.

§ 6. The **Substantive** may be inflected so as to mark **Gender, Number,** and **Case.** Thus if the Substantive *god* is changed into *goddess*, or *fox* into *vixen*, the inflexion marks the feminine gender; if *god*, or *man*, or *fox*, is changed into *gods*, or *men*, or *foxes*, the inflexion marks the plural number; if *god*, or *man*, or *fox*, is changed into *god's*, or *man's*, or *fox's*, the inflexion marks the possessive case.

## Genders.

§ 7. **Genders** are three — **Masculine, Feminine, Neuter.**

Gender depends on the natural distinction of sex in the thing of which the noun is the name; so that a noun signifying a thing of the male sex may be considered masculine, a noun signifying a thing of the female sex feminine, a noun signifying a thing without sex, that is, an inanimate object, neuter — that is, neither masculine nor feminine. Nouns signifying things of which the sex is not apparent, or in which the idea of sex is not made prominent are commonly treated as neuter, and accordingly may have the neuter pronoun *it* used with them, as—

*It* is a fine *bird.*
Take this *child* away and nurse *it* for me.

But as modern English has, except in few instances, ceased to show gender by the form of the noun, we may say that in general English nouns have *no* genders.

Many nouns signifying things of both sexes are called common, that is, are considered to be either masculine or feminine; thus of most animals the usual masculine name may be used to include the feminine, as *man, horse, dog*; or the usual feminine name may sometimes be used to include the masculine, as *goose, duck.* Inanimate things are sometimes personified, that is, are spoken of as if they were persons, and therefore of the masculine or feminine gender, as—

And over them triumphant Death *his* dart
Shook.
Charity seeketh not *her* own.
A brave vessel
*Who* had, no doubt, some noble creature in ...,
Dashed all to pieces.

The **Gender of Nouns**, when shown in their form, is expressed—

i. By the **ending**, or **termination**, when the noun has by inflexion both a masculine and feminine form.

(1) Masculines ending in **-er** in one or two instances have a feminine form in **-ster**, as spinn*er*, spin*ster*.

In modern English **-ster** has become in many words a masculine ending, as malt*ster*, tap*ster*; and in some it does not show gender at all, but implies some little contempt, as game*ster*, young*ster*, pun*ster*, trick*ster*.

(2) Masculines ending in **-dor**, **-tor**, **-or**, **-er**, when derived from Latin, have usually a feminine form in **-dress**, **-tress**, (**-trix**), **-ess**; as ambassa*dor*, ambassa*dress*; ac*tor*, ac*tress*; execu*tor*, execu*trix*; gover*nor*, governess.

Hence **-ess** has become a usual feminine ending, and is added to many masculine nouns, even to some of English origin, with or without modification of the final syllable of the masculine; as, lion, lion*ess*; negro, negr*ess*; duke, duch*ess*; so, god, godd*ess*; sempstr*ess*; songstr*ess*; murder*ess*.

(3) The ending **-ine** is used for a few feminines; as, hero, hero*ine*.

The word *vixen*, feminine of *fox*, formed by modifying the stem-vowel and adding the feminine ending **-en**, is the one remaining instance of an old inflexion once common.

ii. By adding a **prefix** signifying sex, thus making a compounded word, as—

| | |
|---|---|
| *he*-goat, | *she*-goat. |
| *cock*-sparrow, | *hen*-sparrow. |
| *man*-servant, | *maid*-servant. |
| man, | *wo*-man (*wife*-man). |

iii. By the use of **distinct words, correlative** one to another, as—

| | | | |
|---|---|---|---|
| husband, | wife. | brother, | sister. |
| cock, | hen. | uncle, | aunt. |
| father, | mother. | bull, | cow. |

### Numbers.

§ 8. Nouns (and Pronouns) substantive usually have one form to shew that one thing denoted by the word is spoken of, and another form to show that more things than one are spoken of. These forms are called **Numbers, Singular** and **Plural.** The Singular Number speaks of one thing, as, *ox*, *man*, *dog*, *he*, *this*. The Plural Number speaks of more than one, as, *oxen*, *men*, *dogs*, *they*, *these*.

There are three modes, or ways, of forming the plural number of nouns, and some nouns have the same form whether used as singular or plural; making four Divisions or Declensions of substantives.

i. Nouns forming the plural by **adding the syllable -en ;** as, ox, *oxen*.

This form is rare in modern English, but was common in earlier English, as, *hosen*, *housen*, *eyen*, *sisteren*, *shoon*; and is still common in some provincial dialects.

ii. Nouns forming the plural by **a change or modification of the stem-vowel;** as, man, *men*; goose, *geese*; tooth, *teeth*; louse, *lice*; mouse, *mice*.

Such nouns of the i. or of the ii. division are not irregular but perfectly regular, that is, they are inflected according to rule, though the rules by which their inflexions are formed are now little used; and no new words ever come into these divisions. Some nouns, however, are irregularly formed, for they show in their plurals traces of both of these modes of inflexion. Thus *brother*, *child*, *cow* had old plurals *brether*, *childer*, *cy* or *ky*; and their more modern plurals *brethren*, *children*, *kine* keep traces of these together with their newer endings.

iii. Nouns which have their **singular and plural alike;** as, deer, grouse, sheep, swine.

iv. Nouns forming the plural by **adding the syllable -es,** which in many words coalesces with the final syllable of the singular, and appears as merely **-s** :—

(1) Nouns ending in *ch* (soft), *sh*, *ss*, *x* both in writing and in pronunciation retain the syllable **-es**; as church, *churches*; dish, *dishes*; kiss, *kisses*; box, *boxes*.

(2) Nouns ending in *o*; nouns ending in *y* following a consonant and changing into *i*; and nouns which change *f* or *ff* into *v*; retain **-es** in writing though it is not pronounced as a distinct syllable; as negro, *negroes*; story, *stories*; thief, *thieves*; staff, *staves*.

(3) Other nouns merely add **-s** to the singular; as, loch, *lochs*; lake, *lakes*; noun, *nouns*; chief, *chiefs*; valley, *valleys*.

(4) A few nouns have plurals irregular in spelling, which really belong to this declension; as, die, *dice*; penny, *pence*. In these words **-ce** misrepresents an earlier plural in **-s**, as *dys*, *dees*, *pens*.

Almost all nouns now belong to this division; for though this form was originally only one form of the plural among several, yet since words from foreign tongues, as Latin and French, adapted themselves to it more easily than to the others, it encroached upon the others and became the commonest form. Then the usual law, that languages throw off all formations which seem irregularities, has worked so as to make the other forms of the plural disappear, except in the case of a few words in very common use. Thus all new words now adopted into the language in time fall under this declension.

Foreign words used in English commonly retain at first the plural formation of their own language, but gradually conform

to the usual English mode of forming the plural in **-es** or **-s**, thus, besides the foreign forms *banditti*, *cherubim*, *memoranda*, *fungi*, *indices*, we have also the English forms of the same words, *bandits*, *cherubs*, *memorandums*, *funguses*, *indexes*.

1. Many nouns are used in the singular number only, as proper names, many abstract nouns, names of materials, which have plural forms exceptionally only, to mark special distinctions or varieties; as *London*, *Cicero*, *knowledge*, *strength*, *gold*.

2. Many nouns are used in the plural number only; as *scissors*, *shears*, *pincers*, *trousers*, *obsequies*, *aborigines*, *victuals*, *entrails*, *politics*, *ethics*. *Means*, which was plural, is now used as singular; so *news* also, which originally a genitive singular, '*hwæt neowes*,' what *of new*, became a plural noun in Shakespeare, 'I tell *these news* to thee.'

3. Some nouns change their meaning in the plural; as *iron*, *irons*; *compass*, *compasses*; *spectacle*, *spectacles*.

4. Some nouns have two plural forms (these often, but not always, differ in meaning and cannot be interchanged in their use); as —

| | | | |
|---|---|---|---|
| *brother*, | *brethren*, | and | *brothers*. |
| *die*, | *dice*, | | *dies*. |
| *staff*, | *staves*, | | *staffs*. |
| *index*, | *indices*, | | *indexes*. |

5. A few words really singular have, on account of their form, come to be used as plurals:—*alms* (a shortened form of *ælmesse*), *eaves*, *peas* (from which, by mistake, new singular forms *eave*, *pea*, have been formed), *riches*. Of *eaves*, *peas*, and *riches* plural forms *eueses*, *pesen*, and *peses*, *richessis*, were once in use.

6. Compounded substantives take the inflexion at the end of the word; as *handfuls*, *pailfuls*, *forget-me-nots*: but if the parts keep their distinctive forces the simple substantive claims the inflexion; as *courts* martial, *sons*-in-law.

Thus we say *pailfuls* if the two words have been so thoroughly joined as to make a new word, meaning a certain measure of quantity, but *pailsful* if we mean several pails each full of something, each part of the word keeping its distinctive force.

## Cases.

§ 9. **Cases**, or **Case-forms**, are the forms of a noun (or pronoun) which show its relation to some other word in a sentence.

The cases are three, **Nominative**, **Objective** (or **Accusative**), **Possessive** (or **Genitive**).

In nouns substantive the objective case is always like the nominative; in pronouns substantive it is usually unlike: as—

The *boy* strikes; he strikes the *boy*.
The *oxen* plough; they drive the *oxen*.
*I* beat the *man*; the *man* beats *me*.
*He* saw *them*; *they* saw *him*.

The possessive case is formed, in the singular and plural alike, by the addition of **-s** to the nominative; as, man, man's; men, men's; boy, boy's; it, its.

This **-s** is the remnant of a syllable **-es** (afterwards written **-is**), one of several modes of forming the possessive case singular in earlier English, and is now usually distinguished from the nominative plural by an apostrophe, as, the *boy's* hat, the *men's* hats.

Plural nouns ending in **s**, and nouns of more than one syllable ending in **s** or having the sound of a final **s** in the nominative singular, commonly drop the **s** of the possessive case, and the apostrophe only is marked; as, the *boys'* hats, *Jesus'* words, for *goodness'* sake, for *conscience'* sake.

The full syllable of the earlier form **-es** is seen in the word Wednesday, the day of Woden, and is heard in the sound of many words, especially words of one syllable ending in **s** or having the sound of a final **s** in the nominative singular, as, the *horse's* mane; an *ass's* colt; St. *James's* Epistle; and words accented on the last syllable, as, the *Princess's* theatre.

When the origin of the inflexion of the possessive case was forgotten an idea obtained that it was an ellipse of the possessive pronoun *his*; hence it became a custom of writers, especially of the sixteenth and seventeenth centuries, to write thus—

'*Sansfoy his* shield is hangd with bloudy hew.'
'For Jesus *Christ his* sake.'

This is wrong, for it would not account for the feminine or the

plural forms *hers*, *ours*, &c.; and whatever explanation accounts for the possessive case *his* from *he* accounts also for the ordinary possessive case of the substantive.

TABLE OF NOUNS OF THE FOUR DECLENSIONS.

§ 10.

DECLENSION I.

| | *Sing.* | *Plur.* | *Sing.* | *Plur.* |
|---|---|---|---|---|
| *Nom.* | ox | oxen | shoe | shoon [or shoes] |
| *Obj.* | ox | oxen | shoe | shoon [shoes] |
| *Poss.* | ox's | oxen's | shoe's | . . [shoes'] |

DECLENSION II.

| | | | | |
|---|---|---|---|---|
| *Nom.* | man | men | goose | geese |
| *Obj.* | man | men | goose | geese |
| *Poss.* | man's | men's | goose's | geese's |

DECLENSION III.

| | | | | |
|---|---|---|---|---|
| *Nom.* | sheep | sheep | deer | deer |
| *Obj.* | sheep | sheep | deer | deer |
| *Poss.* | sheep's | sheep's | deer's | deer's |

DECLENSION IV.

| | | | | |
|---|---|---|---|---|
| *Nom.* | ass | asses | negro | negroes |
| *Obj.* | ass | asses | negro | negroes |
| *Poss.* | ass's | asses' | negro's | negroes' |
| *Nom.* | thief | thieves | lady | ladies |
| *Obj.* | thief | thieves | lady | ladies |
| *Poss.* | thief's | thieves' | lady's | ladies' |
| *Nom.* | girl | girls | boy | boys |
| *Obj.* | girl | girls | boy | boys |
| *Poss.* | girl's | girls' | boy's | boys' |

## ADJECTIVES.

§ 11. **Adjectives** are words joined to substantives to denote some quality or attribute belonging to the thing of which the substantive is the name; as *good*, *bad*, *black*, *white*,

*strong, weak.* They are also called **Epithets,** and sometimes also **Attributes.**

**Adjectives** (except pronouns adjective) have no inflexion of **gender, number,** and **case,** that is, in whatever gender, or number, or case the substantive may be, to which an adjective is joined, no change is made in the form of the adjective; as—

| | |
|---|---|
| A *good* man. | The woman is *good.* |
| It is a *good* thing. | They are *good* men. |
| He likes a *good* horse. | That is a *good* man's action. |

Adjectives are often used in a sentence as substantives, and then, like substantives, have inflexion of number and case; as—

A wilderness of *sweets.*
The *natives* were most fierce.
The *goods* the gods provide us.
And for it came up four notable *ones* toward the four winds of heaven.
Form *fours.*
I will not do it for *forty*' ake.
I will not destroy it for *ten's* sake.

### Comparison of Adjectives.

§ 12. The Adjective has three degrees of comparison:—

**Positive,** speaking of the quality of a thing or class without special relation to any other thing; as—

A *long* stick.
These are *large.*

**Comparative,** speaking of the quality of a thing or class as compared with one other thing or group of things; as—

A *longer* stick.
These are *larger* than those.

**Superlative,** speaking either of the quality of a thing or class in relation to all other things of the same class, or of the utmost extent of the quality denoted by the positive; as—

This is the *longest* stick.
These are the *largest.*
These are the *strangest* things
They are *most wonderful.*

Adjectives express comparison either by inflexion, or by the help of adverbs.

i. **The Comparative** is formed by **adding -er,** and the **Superlative** by **adding -est,** to the Positive—

*great, greater, greatest.*
*gay, gayer, gayest.*

The inflexion sometimes modifies the termination of the positive, or stem.

(1) Final mute E is elided—

*large, larger, largest.*
*white, whiter, whitest.*

(2) Y following a consonant becomes I—

*dry, drier, driest.*
*tidy, tidier, tidiest.*
*silly, sillier, silliest.*

But in one word Y is not changed—

*shy, shyer, shyest.*

(3) In monosyllables, and a few other words, a single final consonant following a short vowel is doubled—

*sad, sadder, saddest.*
*red, redder, reddest.*
*thin, thinner, thinnest.*
*hot, hotter, hottest.*
*hopeful, hopefuller, hopefullest.*

ii. An ancient mode of inflexion by **modification of the vowel** of the positive has almost disappeared; it can be traced in a few instances only.

*old, elder, eldest.*
[be]*neath, nether.*

iii. Some words, mostly adverbs, have comparative and superlative forms ending in **-more** and **-most** added to the positive or to the comparative—

| | | |
|---|---|---|
| fore, | former, | foremost. |
| [further], | furthermore, | furthermost. |
| in, | inner, | inmost, innermost. |
| out, | outer, | outmost, outermost. |
| [ut], | utter, | utmost, uttermost. |
| up, | upper, | uppermost. |
| under, | ... | undermost. |
| hind, | hinder, | hindmost, hindermost. |
| mid, | ... | midmost. |
| [be]neath, | nether, | nethermost. |
| top, | ... | topmost. |

In some of these instances a real superlative inflexion **-ost** or **-est** has been added to a termination **-me**, which was itself once a superlative form, and was a second time compared, as in *foremost*, of which the old forms were *fore*, *for-me*, *fyr-m-est*; but in other words we have a later formation, compounded, by a false analogy, of the adverbs *more*, *most*, as, *better-most*, *rear-most*.

Comparison formed by inflexion is less common now than in the earlier stages of the language: many adjectives are seldom thus inflected, many never; some because of their form, some because of usage merely.

Words of English origin, and monosyllables generally, can almost always form comparison by inflexion; while words of Latin origin usually are not inflected.

Disyllables, especially words ending in a vowel, may often form comparison by inflexion; while words of more than two syllables are not commonly inflected.

Adjectives which do not use inflexion, and some also which have inflected forms, express comparison by means of the adverbs *more* and *most*, which are placed before them; as—

| | | |
|---|---|---|
| *beautiful*, | *more beautiful*, | *most beautiful.* |
| *heavy*, | *heavier*, | *heaviest.* |
| *heavy*, | *more heavy*, | *most heavy.* |

A degree of quality more than ordinary, expressed without relation to another thing or class, may be called the **Absolute Comparative**; and in like manner a degree of quality the utmost conceivable may be called the **Absolute Superlative.**

These are expressed by the help of adverbs; as—

*somewhat* long; *too* long; *very* long; a *most* beautiful woman.

Some irregular formations of comparatives and superlatives are found, of which the following are the most important:—

| | | |
|---|---|---|
| 1. [good], | [bet], better, | best. |
| [bad], [evil], [ill], | worse, | worst. |
| far, [for], | farther, | farthest, first. |
| fore, | former, | foremost. |
| [forth], [furth], | further, | furthest. |
| late, | later, latter, | latest, last. |
| little, | less, lesser, | least. |
| [mid], [middle], | . . . . | midst. |
| much (many), | [mo], more, | most. |
| nigh, | nigher, [near], | nighest, next. |
| old, | older, elder, | oldest, eldest. |
| [rathe], | rather, | [rathest]. |

2. The origin of the comparative and its force, in a few words of irregular form, have been forgotten, and the words have been inflected a second time with a form that seems more regular; as, *bet, better; less, lesser; mo, more; near, nearer, nearest; worse, worser.* With such double comparatives may be compared Shakespeare's expressions *more better, more fairer*, and the double superlatives *most highest, chiefest* and *most principal.*

3. Some Latin comparative adjectives, which have been adopted into English, retain their proper form and comparative force; as, *exterior, interior, major, minor, prior, superior.* The Latin superlatives *extreme, supreme*, having been altered into an English shape, form new superlatives *extremest, supremest*, according to the usual rule.

## NUMERALS.

§ 13. i. **Cardinal** numerals are adjectives answering the question 'how many?'—*one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, hundred, thousand.*

Some are to be regarded also as collective substantives; as, a *hundred*, a *thousand*, &c.; and to these may be added, a *pair*, a *couple*, a *leash*, a *dozen*, a *score.*

For numbers from thirteen to twenty, and for all decades or multiples of ten, compounds of the first ten are used; for other numbers the different numerals are combined, as *twenty-five*, or *five and twenty. Million, billion*, &c., are words of Latin origin.

From *one* is formed the compound *none* (*ne*, not, *one*), both singular and plural.

ii. **Ordinal** numerals are adjectives answering the question

'which in order of number?'—*first, second, third, fourth, fifth, sixth,* &c.

*First* is a superlative form of *far*, and has taken the place of *that one, the tone, the one,* which was once used as the first ordinal.

*Second* is borrowed from Latin (secundus, following), and has taken the place of *that other, the tother, the other.*

Other ordinals are formed by adding **th** to the cardinals; four, four*th*; thousand*th*; million*th*. From *three* was formed *thridde*, the final **th** being weakened into **d** to avoid the difficulty of pronouncing a second aspirate in the same syllable; then *thridde, thrid,* by metathesis became *third.*

Complex ordinals above *twentieth* are expressed by using the cardinal form for all except the last number, and the ordinal form for the last, as if the whole numeral was one compound word; as—

In his *twenty-fourth* year.

In his *four and twentieth* year.

In the *one thousand eight hundred and seventieth* year.

iii. **Three numeral adverbs,** *once, twice, thrice,* answering the question 'how many times?' were, as their old forms *ones, twies, thries* show, possessive cases of the first three cardinals, which alone were inflected.

iv. **Multiplicatives** answering the question 'how many fold?' are compounded of cardinal numerals and the word 'fold': *twofold, threefold, hundredfold,* &c. *One-fold* has passed out of use, and *single* (Latin singulus) supplies the place of this compound of *one*; and like forms from the Latin numerals are also used, as *double, triple, treble, quadruple,* &c.

## PRONOUNS.

§ 14. **Pronouns** are **Substantive** or **Adjective**, according as they may stand as substantives or adjectives in a sentence.

§ 15. i. The **Substantive Pronouns** are—1. **Personal**, 2. **Reflexive**, 3. the **Relative** That.

1. **Personal**:—

| | First Person. (*Speaking.*) | Second Person. (*Spoken to.*) | Third Person. (*Spoken of.*) *M.* | *F.* | *N.* |
|---|---|---|---|---|---|
| Sing. | *Nom.* I, | thou, | he, | she, | it. |
| | *Obj.* me, | thee, | him, | her, | it. |
| | [*Poss.* mine, my], | [thine, thy], | [his, | hers, her,. | its.] |
| | | | *M. F. N.* | | |
| Plur. | *Nom.* we, | ye, you, | they. | | |
| | *Obj.* us, | you, | them. | | |
| | [*Poss.* ours, our], | [yours, your], | [theirs, their]. | | |

In the pronouns of the first and second persons gender is not marked, probably because the speaker and hearer being (usually) present to each other the distinction of sex in conversation was not necessary.

Of the first personal pronoun the objective and possessive forms are not from the same root as the nominative.

The possessive cases are not now used as such, but have become indeclinable possessive pronouns.

In earlier English *ye* was always nominative, *you* always objective, and both forms were of the plural number only, as is the usage in the Authorised Version of the Bible. But this distinction of the cases was lost, and *ye* was treated as a weakened form of *you*, so that the forms become interchangeable, as in Spenser and Shakespeare. The plural *you* gradually came to be used as a more polite and less familiar mode of address than *thou*, which passed from use except in very familiar conversation, and in very solemn or antiquated forms of speech. In the present day *ye* is not used as the objective, and while the plural *you* is used also instead of the singular *thou* in speaking to a person, *ye* is always nominative and always plural.

Of the pronoun of the third person the older feminine was written *heo*, which has been driven out by *she*, the feminine of a demonstrative pronoun *se*, but it survives in the provincial nominative *her*. The plural forms have been borrowed from the demonstrative pronoun adjective *the*, *that*. An earlier form of *it* was *hit*, making *his* for the neuter of the possessive case as well as for the masculine. To get rid of a confusion between the masculine and neuter, writers sometimes treated *it* as indeclinable, with the same

form in the possessive as the nominative, as, Go to *it* grandam; The world hath *it* glory. Another change produced the inflected form *its*, which is of late date, and does not occur in the Authorised Version of the Bible, 1611, and is seldom found in Shakespeare or Milton.

2. **Reflexive:—**

(1) **Simple**; the objective cases of the personal pronouns.

| | | | |
|---|---|---|---|
| *Sing.* | me, | thee, | him, her, it. |
| *Plur.* | us, | you, | them. |

(2) **Compound**; cases of the personal pronouns compounded with the word *self, selves*.

| | | | |
|---|---|---|---|
| *Sing.* | myself, | thyself, | himself, herself, itself. |
| *Plur.* | ourselves, | yourselves, | themselves. |

These forms are the words *self, selves*, compounded with the possessive cases of the first and second persons, and with the objective cases of the third person. In the earlier language *self* was an adjective, and was joined to any case of these pronouns, even to the nominative, as, *I self*; but now some uses only remain, while others have become obsolete. Practically the construction is that of a substantive with an adjective pronoun in agreement, *my self, thy self*, or, of a substantive in apposition to a substantive pronoun, *him self, her self*: accordingly *self* forms a plural *selves* like a substantive, *ourselves, themselves*.

3. **Relative:—**

That.

The pronoun *that* was originally a demonstrative; it differs from the other relatives *who* and *which*, for it is never inflected, is never joined with a substantive, and never follows a preposition; thus we do not say,—

He is the man *that* beat me.
He is the man *that* I beat.
He is the man *that* I heard the voice *of*.
There are three roads *that* we may take, *that* will all lead us there.

But we say,—

He is the man *who* beat me.
He is the man *whom* I beat.
He is the man *whose* voice I heard.
There are three roads *which* we may take, *which roads* will all lead us there.

*That* is more definite and limiting than the other relatives *who*, *which*, as though it kept some of its demonstrative force. In some sentences *that* used to have the combined force of demonstrative and relative, as of an antecedent and a relative united in one word.

We speak *that* we do know.
To do always *that* is righteous in thy sight.

§ 16. ii. The **Adjective Pronouns** are—1. **Possessive**, 2. **Demonstrative**, 3. **Interrogative**, 4. **Relative**, 5. **Indefinite**, 6. **Distributive**.

1. **Possessive**:—

| | | |
|---|---|---|
| mine, my, | thine, thy, | his. |
| ours, our, | yours, your, | hers, her. |
| | | its. |
| | | theirs, their. |

*Whose*, the possessive case of the interrogative *who*, may also be reckoned a possessive pronoun.

All the possessive pronouns were possessive case-forms of the personal pronouns, but it is now more convenient to treat them as real possessive pronouns, that is, as adjectives qualifying their substantives. The forms *my*, *thy*, are weakened forms of *mine*, *thine*, as *a* is a weakened form of *an*. *Ours*, *yours*, *hers*, *theirs*, are predicative forms only, and are never used as attributes; as, This is *our* book, It is *her* table; but, This book is *ours*, The table is *hers*. *Mine*, *thine* are also predicative forms, as, This book is *mine*, that is *thine*; but they were commonly, and are still sometimes, used also in preference to the weaker forms, *my*, *thy*, as attributes before words beginning with a vowel or H, as—

Open thou *mine* eyes.
I will wash *mine* hands in innocency.

2. **Demonstrative**:—

| | | | | |
|---|---|---|---|---|
| *Sing.* | the, | this, | that, | yon, yonder. |
| *Plur.* | the, | these, | those, | yon, yonder. |

*The* is now the definite article; see § 17.

The demonstrative pronouns have no inflexion to mark gender or case, but *this*, *that*, have inflexion to mark number. They show or point out the persons about whom the speaker is speaking. *The* defines the person without reference to his position; *this* points to the person near me as I speak; *that* to the person near you or near some one else away from the speaker. *Yon* and

*yonder* have almost passed from use: they point to a person or thing at a distance; as, *This* is my brother, *that* is yours, *yon man* is a stranger; I will alight at *yonder* spring.

3. **Interrogative** —

(1) SINGULAR AND PLURAL.

| | *Masc.* | *Fem.* | *Neut.* |
|---|---|---|---|
| *Nom.* | who, | who, | what. |
| *Obj.* | whom, | whom, | what. |
| *Poss.* | whose, | whose, | whose. |

(2) Which. (3) Whether.

*Who*, *whom*, masculine and feminine, are always used substantively, and cannot be joined as attributes to a substantive, therefore *what* supplies their place as an attribute, as '*What* man did you see?' and so is used as an interrogative pronoun adjective of all genders.

*Which* is a compound form equivalent to *who-like*, *what-like*, *whom-like*, the old form being *hwelc*, *hwa-lic*, the later Northern form *whilk* (compare *each*, *ilk*, and *such*, *swilk*, *swa-lic*). Accordingly it is of both numbers, of all genders, and of both nominative and objective cases. In modern usage it implies one of a definite number known to the person who asks the question.

*Whether* means 'which of two': it is seldom used.

4. **Relative** :—

*Who* and *which*, the interrogative pronouns, have become relatives. The three relatives, *that*, *who*, *which*, can generally be used interchangeably, though slight distinctions may be made. *That* is most definite and limiting; *which* is least definite, and accordingly is used when the relative refers to an antecedent that is not a single noun, but a whole clause, or even several clauses. *Which* is now seldom masculine or feminine, but is almost restricted to the neuter gender, and is commonly used instead of *what*, as if it were the neuter form of *who*.

Some compound relatives are, like the simple form *who*, indefinite, as—

*whoso*, *whoever*, *whichever*.
*whosoever*, *whichsoever*.

The former part of those compounded with *ever* is inflected as the simple form.

*Thereof*, *thereto*, *thereon*, *whereby*, *whereof*, &c., which are compounds of the old datives feminine, *there*, *where*, of the demon-

strative and relative with prepositions, are usually reckoned as adverbs, but may be used as equivalent to pronouns, as—

He took up that *whereon* he lay, = *on which.*

5. **Indefinite:—**

(1) who; (2) an, a; (3) any; (4) they; (5) some;
(6) *Nom.* one.
*Obj.* one.
*Poss.* one's.

These might rather be called pronouns used with an indefinite sense than indefinite pronouns: thus *who* is the relative, used indefinitely, in the phrase 'as *who* should say,' which is seldom found now.

She whirled them on to me, *as who* should say
'Read,' and I read.

*An, a*, are forms of the first numeral *an*, or *one*; *any* is a derivative of it.

*They* is the plural of the 3rd personal pronoun used without reference to any particular persons, as '*They* say.'

6. **Distributive:—**

Each, every, either, neither.

Distributive pronouns are singular, and always imply the previous mention or knowledge of a noun of the plural number: thus *either* and *neither* (*ne*, not, *either*) imply the mention or knowledge of a noun referring to two persons or things.

*Each* distributes two or more.

*Every* (*ever-each*) is used to distribute more than two, and is equivalent to 'each and all'; thus, if we say '*every* boy went home,' it is understood that we speak of more than two boys, and mean the same as if we said '*all* went home'; while if we say '*each* boy went home,' the sentence will be correct whether we speak of two or of more than two.

## Articles.

§ 17. The demonstrative pronoun *the*, and the indefinite *an, a*, are called **the Definite Article**, and **the Indefinite Article.**

*The* was at one time the masculine demonstrative, *that* being neuter, but now the definite article *the* is of all genders and numbers alike.

The indefinite article *an, a,* is a weakened use of the numeral *an,* the older form of *one. A* is used before a consonant or aspirate; *an* before all vowels except *u,* and before mute *h.* Some persons use *an* before all words beginning with *u.*

**The Definite Article—**

(1) Individualises or specifies; that is, marks off the noun to which it is joined as the name of something which both speaker and hearer can in their minds separate from others of the same class.

*The* boy is not here; i. e. the boy whom we know, who has been mentioned, about whom you inquire, &c.

Thou art *the* man; i. e. of whom we have been speaking.

*The* Duke is dead; i. e. the well-known, and most distinguished person of that rank; at one time meaning the Duke of Marlborough, at another time the Duke of Wellington.

In like manner it marks the subject of a sentence; for both speaker and hearer are supposed to know enough of the subject to individualise it in their minds.

*The* beggar became king.

(2) Sometimes it generalises; that is, uses the individual for the whole class.

*The* lion is carnivorous.

(3) In some ordinary phrases the definite article is omitted, as it would be too emphatic, or would wrongly imply the existence of a class of objects when there is no such class.

Is the Prime Minister *in town*?

The boy is off *to sea.*

The fox has run *to earth.*

**The Indefinite Article—**

(1) Specifies an individual of a class, but not any one in particular, as—

*A* man called on me to day.

(2) It sometimes generalises, as—

*A* man should bear himself bravely in misfortune; i. e. *any* man you like to mention, therefore *all* men.

In some sentences it would appear as if an indefinite article is used to distribute, as—

Three times *an* hour.

Fifteen shillings *a* week.

But *an*, *a*, in such phrases, are not really the indefinite article, but a corruption of the preposition *on* used in an earlier stage of the language with a dative case without any article;

Ic fæste tuwa *on ƿucan.* I fast twice *in the* week.

## VERB.

§ 18. **The Verb** has inflexion to mark distinctions of **Voice, Mood, Tense, Number, Person.**

**Verbs** are divided into **Transitive** and **Intransitive.**

A verb is **Transitive** when the action which it expresses may be exerted on an object (i. e. a noun in the objective case), without which the idea of the verb is incomplete; as *I strike him.*

A verb is **Intransitive** when it expresses a state, or a condition, or an action complete in itself and not communicated to any object; as *I live, I walk, I breathe.*

The object of a transitive verb is not always expressed in words; for in some cases an object of a general character is understood, which the mind easily supplies from the notion contained in the verb, and thus the verb approaches to the nature of an intransitive verb; as, *men build, and time pulls down*; here in the verb *build* a general object is understood, men build buildings of all kinds, churches, houses, stations, &c.

Some intransitives may be changed into transitives by composition with prepositions, as—

He *came*, He *overcame* him;

and often when the preposition is not actually compounded with the verb it becomes in sense absorbed in it, with the same effect, as—

He *speaks-of* thee. You were *spoken-of*.

Some intransitives are used in a causative sense, and thus admit an object, as—

He ran *a horse* in the St. Leger.

His raced *his yacht* at Cowes.

Some verbs are used as both transitive and intransitive, as—

He *split* the nut; the nut *split* in two.

He *rent* his clothes.

The veil of the temple was *rent* in twain from the top to the bottom; and the earth did quake, and the rocks *rent*.

Sometimes a different form is given to the verb in its transitive and intransitive senses, the transitive form often being derived from the intransitive by a modification of the stem-vowel; as—

| | |
|---|---|
| He *falls*. | He *fells* the tree. |
| He *sits*. | He *sets* the lessons. |
| He *drinks*. | He *drenches* himself. |

Some intransitive verbs are called **Impersonal Verbs**, because they are used in a construction called impersonal, which allows the verb to be used in the third person only, and without a subject expressed, or with a clause in place of a subject; as *meseems*, *methinks*, *methought*, it seems to me, it seemed to me. Or such verbs have the pronoun *it*, with an indefinite sense, in the place of a real subject; as *it snows*, *it rains*.

### Voices.

§ 19. **The Verb has Two Voices:—**

**The Active Voice**, in which the subject, or that of

which the verb speaks, is the agent, a person or thing which does, or is, something; as *I kill, I live, I am.*

**The Passive Voice**, in which the subject is the patient, a person or thing to which something is done, which suffers something; as *I am killed.*

English verbs have one tense-form only belonging to the passive voice, the past participle, *fallen, waited*; but they supply others by combining auxiliary verbs with this participle.

Intransitive verbs have no passive voice.

§ 20. Verb-forms are divided into two parts—i. **Finite**, ii. **Infinite.**

i. **The Verb Finite**, which is limited by mood and person as well as tense, has three **moods**, or manners (modes) of expressing its action or being :—

**Indicative**, for a *direct statement*, or a *direct question*; as—

I *seek* him.

What *do* mine eyes with grief behold?

**Subjunctive**, for an *indirect statement*, or an *indirect question*, expressing *uncertainty*, or *possibility*, depending upon some statement or question expressed by another verb; as—

Advise if this *be* worth attempting.

He asked if that *were* worth attempting.

An indirect statement, or an indirect question, speaking of a thing not as a fact, but as a purpose or consequence, as possible, desirable, supposable, &c., in principal construction and not dependent on another verb, which is sometimes called the Conjunctive mood, is not expressed in English by a mood-form formed by inflexion, but by the help of auxiliary verbs; as—

I *would go.* I *may go.* *May* I *go.* *Could* I *go.*

**Imperative**, for a *command* or *entreaty*; as—

*Go* home.

*Give* us this day our daily bread.

The verb finite is also called personal, because its forms define the person of the subject of which it speaks.

ii. **The Verb Infinite** has no limitation of mood or of person. It has two divisions—

**Infinitive**, which is a verbal substantive that, as a verb, may require a noun for an object; and, as a substantive, may stand for the subject, or complement, or object, in a sentence; as—

Men are accustomed *to kill* animals.
*To kill* is *to take* away life.

**Participles**, which are verbal adjectives, that as verbs may require an object, and as adjectives may qualify substantives; as—

Trees *darkening* the water on each side.
Man is a *cooking* animal.
A *burnt* child dreads the fire.
He picked up the *broken* pieces.

Each of these forms has, in some constructions, the force of a gerund, having assimilated to itself what was a distinct gerund form in older English:—the infinitive form when it expresses a purpose; as—

What went ye out into the wilderness *for to see*?
Is this good *to eat*?
The house is *to let*.

and the form which has grown to resemble the participial form when it has the force of a substantive with a preposition; as—

Apples are good for *eating*.
And oft in *dying* called upon your name.

## Tenses.

§ 21. **Tenses** are forms expressing the time of the state, or action, of the verb.

**Time** is **Present**, or **Past**, or **Future**.

The **Action** or **State** of the verb as expressed in time is conceived as—

(1) **Finished,** — **Perfect Tense.**
(2) **Unfinished,** — **Imperfect Tense.**
(3) **Undefined,** not defined as finished, or as unfinished, } **Aorist Tense.**

In order therefore to express perfectly each kind of action in every time, a verb would require $3 \times 3 = 9$ tense-forms. English has two only of these nine forms, the present aorist and the past aorist, as inflected tenses, but supplies the others by the use of auxiliary verbs combined with forms of the verb infinite.

| | i. Time Present. | |
|---|---|---|
| Finished | *I have waited* | Present perfect |
| Unfinished | *I am waiting* | Present imperfect |
| Undefined | *I wait* | Present aorist. |
| | **ii. Time Past.** | |
| Finished | *I had waited* | Past perfect |
| Unfinished | *I was waiting* | Past imperfect |
| Undefined | *I waited* | Past aorist. |
| | **iii. Time Future.** | |
| Finished | *I shall have waited* | Future perfect |
| Unfinished | *I shall be waiting* | Future imperfect |
| Undefined | *I shall wait* | Future aorist. |

Eight verbs are used as auxiliaries for supplying tense-forms—*be, have, shall, will, may, can, must, do*; and to these may be added some forms of the verbs *go* (I am going), *owe* (I ought), *let.*

## Numbers.

§ 22. Tenses have **two Numbers—Singular** and **Plural**; and each number has **three Persons.** These correspond to the numbers and persons of the subject of which the verb speaks, according as the subject stands for one or more

than one, speaking, or spoken to, or spoken of. Usually, but not always, the personal pronouns are expressed with verb-forms; as—

| | |
|---|---|
| I wait | We wait |
| Thou waitest | Ye wait |
| He waits | They wait. |

### Conjugations.

§ 23. Verbs are divided into **Two Conjugations** or Classes, according to their mode of forming the inflexions which mark the past tense of the indicative mood and the past participle.

i. **The Strong Conjugation** (called also **Old** and **Irregular**), which forms the past tense by a change in the force of the vowel of the stem, as shown in the present tense; and forms the past participle by adding the syllable **-en**, with or without change of the vowel of the stem; as—

| | | |
|---|---|---|
| *fall,* | *fell,* | *fallen.* |
| *give,* | *gave,* | *given.* |
| *drive,* | *drove,* | *driven.* |
| *drink,* | *drank,* | *drunken.* |

The syllable **-en** in many verbs has coalesced with the termination, and ceased to be a distinct syllable, and from some verbs this inflexion has quite disappeared; as—

| | | |
|---|---|---|
| *blow,* | *blew,* | *blown.* |
| *know,* | *knew,* | *known.* |
| *run,* | *ran,* | *run.* |
| *sing,* | *sang,* | *sung.* |

The verbs of the Strong Conjugation fall into three divisions:—

(1) Verbs in which the vowel of the participle is the same as the stem-vowel; as—

*fall,* *fell,* *fallen.*
*give,* *gave,* *given.*

(2) Verbs in which the vowel of the participle is the modified vowel of the past tense indicative; as—

*hang,* *hung,* *hung.*
*bear,* *bore,* *born.*

(3) Verbs in which the vowel of the participle differs from both the other forms; as—

*drink,* *drank,* *drunken.*
*swim,* *swam,* *swum.*

ii. **The Weak Conjugation** (called also **New**, and **Regular**), which forms the past tense of the indicative mood, and the past participle alike by adding the syllable **-ed** to the stem; as—

| | | |
|---|---|---|
| *wait,* | *waited,* | *waited.* |
| *compound,* | *compounded,* | *compounded.* |
| *divide,* | *divided,* | *divided.* |
| *modify,* | *modified,* | *modified.* |

In many verbs the syllable **-ed** coalesces with the termination, ceasing to be a distinct syllable, and appears in some verbs as **d**, in others as **t**; or it changes the **d** of the stem into **t**; or is merged in a final **t** of the stem: and in some verbs it modifies the consonants or vowels of the stem; as—

| | |
|---|---|
| *breathe,* | *breathed.* |
| *learn* (*learned*), | *learnt.* |
| *lend,* | *lent.* |
| *quit* (*quitted*), | *quit.* |
| *feel,* | *felt.* |
| *pay* (*payed*), | *paid.* |
| *leave,* | *left.* |
| *lose,* | *lost.* |
| *have,* | *had.* |
| *make,* | *made.* |
| *sell,* | *sold.* |

A few verbs whose stem has, or had in earlier English, a final guttural, form the past tense irregularly, both modifying the stem-vowel into **au** or **ou**, and taking the inflexion **-t** of the Weak conjugation; as—

| | |
|---|---|
| *catch,* | *caught.* |
| *reach,* | [*raught*]. |
| *teach,* | *taught.* |
| *bring,* | *brought.* |
| *buy,* | *bought.* |
| *may,* | *might* [*moughte*]. |
| *owe,* | *ought.* |
| *seek* (*beseech*), | *sought* (*besought*) |
| *think,* | *thought.* |
| *work,* | *wrought.* |

Some verbs ending in **d** or **t** appear to have no inflexion for the past tense or past participle, and therefore not to fall under the rule of either conjugation. They may be regarded as belonging to the Weak conjugation, the syllable **-ed** having coalesced with their final **d** or **t**; as—

| | | |
|---|---|---|
| *shred,* | *shred,* | *shred.* |
| *hit,* | *hit,* | *hit.* |
| *cut,* | *cut,* | *cut.* |

Of these verbs the stem-vowel, if long in the present, is shortened; as—

| | | |
|---|---|---|
| *lead,* | *led,* | *led.* |
| *read,* | *read,* | *read.* |

and of some both the uncontracted and the contracted forms are found; as—

The floods have *lifted* up their voice.
(Authorised Version.)

and— The floods have *lift* up their voice.
(Prayer-book Version, Psalm xciii.)

There is in English a general tendency to give up Strong forms and to adopt Weak forms for verbs, as may be seen thus:—

(1) Many verbs have tense-forms of both conjugations; in some instances having originally belonged to the Strong conjugation alone, but having been adapted to the (seemingly) more regular formations of the Weak; as—

| | | |
|---|---|---|
| *cleave,* | *clove* and *cleft,* | *cloven* and *cleft.* |
| *help,* | *holp* „ *helped,* | *holpen* „ *helped.* |
| *hang,* | *hung* „ *hanged,* | *hung* „ *hanged.* |

(2) Many, which were once of the Strong conjugation, having formed new tenses according to the Weak, have in part or entirely lost their Strong forms[1]; as—

| | | |
|---|---|---|
| *grave,* | *graved,* | *graven* and *graved.* |
| *melt,* | *melted,* | *molten* „ *melted.* |
| *crow,* | *crew* and *crowed,* | *crowed.* |
| *heave,* | *hove* „ *heaved,* | *heaved.* |
| *leap,* | [*lep*] „ *leaped,* | *leaped.* |
| *snow,* | [*snew*] „ *snowed,* | *snowed.* |

(3) Derived verbs of English origin are usually of the Weak conjugation, thus from *beat, fall, drink, rise,* are derived—

| | |
|---|---|
| *batter,* | *battered.* |
| *fell,* | *felled.* |
| *drench,* | *drenched.* |
| *raise,* | *raised.* |

(4) All foreign words adopted into English as verbs take the same mode of inflexion[2]; as—

| | |
|---|---|
| *index,* | *indexed.* |
| *cash,* | *cashed.* |
| *telegraph,* | *telegraphed.* |
| *taboo,* | *tabooed.* |

---

[1] It is very seldom that a verb which was Weak in older English has become Strong in later English. The verb '*wear*' used to make its past tense '*weared*,' but modern English always uses *wore*, perhaps from analogy with *bear*, *swear*, &c.

[2] *Prove* (Fr. *prouver*; Lat. *probare*) has the Strong participle *proven*, retained in the legal phrase 'not *proven*'; and in poetry—

'Who hath *proven* him
King Uther's son?'

SCHEME OF VERB, WITH INFLECTED TENSE-FORMS.

§ 24. **i. Strong Conjugation.**

| | Indicative. | Subjunctive. | Imperative. | Infinitive. |
|---|---|---|---|---|
| | *Present.* | | | |
| *Sing.* | I fall | I fall | | |
| | Thou fall-est | Thou fall | fall | [to] fall |
| | He fall-eth, fall-s | He fall | | |
| *Plur.* | We fall | We fall | | **Participles.** |
| | Ye fall | Ye fall | fall | *Present.* |
| | They fall | They fall | | fall-ing |
| | *Past.* | | | *Past.* |
| | | | | fall-en |
| *Sing.* | I fell | I fell | | |
| | Thou fell-est | Thou fell | | [**Gerund Forms.** |
| | He fell | He fell | | to fall |
| | | | | fall-ing] |
| *Plur.* | We fell | We fell | | |
| | Ye fell | Ye fell | | |
| | They fell | They fell. | | |

**ii. Weak Conjugation.**

| | Indicative. | Subjunctive. | Imperative. | Infinitive. |
|---|---|---|---|---|
| | *Present.* | | | |
| *Sing.* | I wait | I wait | | |
| | Thou wait-est | Thou wait | wait | [to] wait |
| | He wait-eth, wait-s | He wait | | |
| *Plur.* | We wait | We wait | | **Participles.** |
| | Ye wait | Ye wait | wait | *Present.* |
| | They wait | They wait | | wait-ing |
| | *Past.* | | | *Past.* |
| | | | | wait-ed |
| *Sing.* | I wait-ed | I wait-ed | | |
| | Thou wait-edst | Thou wait-ed | | [**Gerund Forms.** |
| | He wait-ed | He wait-ed | | to wait |
| | | | | wait-ing] |
| *Plur.* | We wait-ed | We wait-ed | | |
| | Ye wait-ed | Ye wait-ed | | |
| | They wait-ed | They wait-ed. | | |

It may be noted that in modern English some of the very few inflexions which still remain are gradually passing from use; thus, the form in **-th** of the third person singular of the present tense is giving way to the form in **-s**. Indeed person-endings have almost disappeared from the verb, for since the second person plural

is now generally used instead of the second person singular, as 'you love,' 'you loved,' instead of 'thou lovest,' 'thou lovedst,' in ordinary language all the persons of singular and the plural of the past tense are alike, and in the present tense the third person singular alone has a distinctive ending. The ending *-en* of the past participle of Strong verbs, as drunk-*en*, is disappearing, or is kept only when the word is used as an adjective, as, A *drunken* man. There is also a tendency to use only one form for the past tense indicative and the past participle of Strong verbs, as Weak verbs have only one form.

### Auxiliary Verbs.

§ 25. **Auxiliary Verbs** are used with forms of the verb infinite, in order to help them to express those relations of voice, mood, tense, which are not expressed by inflexions, and they supply seven out of the nine usual tense-forms. They are—*be, have, shall, will, may, can, must, do,* and *ought, go, let*[1]. They are sometimes classed according to these relations of voice, mood, tense; thus *be* is an auxiliary of voice; *may, can, must* are auxiliaries of mood; *have, shall, will,* of tense. Their uses, however, are so various, that this classification cannot be strictly maintained.

1. **Be** is irregular, having tenses from three distinct verbs, *be,* and *am,* and *was.* For the present tense indicative two forms existed, *am* and *be*; as—

'We *are* true men, we *are* no spies, we *be* twelve brethren.'

*Be,* however, has passed out of common use as indicative, and is now treated as a subjunctive form only. With the past participle of transitive verbs the auxiliary *be* supplies tense-forms for a passive voice, as, I am loved—They were loved—They have been loved. It is not always auxiliary, but is sometimes an independent verb expressing existence; as—

O Adam, one Almighty *is,* from whom
All things proceed.

[1] The verbs *may, can, shall, will,* and the old forms *dare, mote, owe,* are really past tenses *in form,* and present tenses *in meaning,* as *wot* (from *witan,* to know) is a past tense with present tense meaning; and their 3rd persons sing. have the form of the past, not of the present, as, he *may, can, shall, will*; and the old forms he *dare, mote, owe,* as 'God *wot*'; not he *mays, cans,* &c. The later-formed secondary past tenses of these verbs are naturally of the Weak conjugation (see p. 35 (3)), *might, could, must, durst, wist.*

All things that *are*
Are with more spirit chased than enjoy'd.

2. **Have** is the auxiliary of perfect tenses, and expresses finished action, as—I have said, He had spoken. It is sometimes an independent transitive verb expressing possession, as—I have one, We had them.

3. **Shall** is defective, no parts of the verb infinite being in use: it is always auxiliary, never independent and never transitive.

4. **Will** is not only an auxiliary, but is also an independent and transitive verb, meaning 'to wish,' 'to desire': and in that sense is conjugated regularly in all its parts, both finite and infinite, as a weak verb, as *I will, he wills, he willeth, he willed, willing.* Auxiliary forms:—I *will* go; He *will* go home; He *would* go home. Independent forms:—I *will* it; He *wills* it; So he *willed*; Is he *willing*?

**Shall** and **will** are both called signs of the future tense, because, as auxiliaries, they supply a tense-form expressing future time. Shakespeare sometimes uses *shall* where modern usage prefers *will*,

If much you note him,
You *shall* offend him and extend his passion.

*Should* and *would* are used indifferently in the verses—

And they brought young children to him, that he *should* touch them. (Mark x. 13.)

And they brought unto him also infants, that he *would* touch them. (Luke xviii. 15.)

Modern English distinguishes thus between these two auxiliaries. *Shall* implies some constraint or the force of external circumstances affecting an action; while *will* implies wish or willingness, and freedom from external constraint, as if the action was entirely dependent on the actor's wishes. *Shall* is the usual auxiliary to express simple futurity, or the fact that a thing is coming to pass at a later time. But since there is an idea of constraint in the word *shall*, it is often more polite in speaking to others, or of others, to avoid it and to use *will*. Hence the simple future is expressed (1) in direct statement by *shall* for the first person, and *will* for the second and third persons; as, I *shall* go, You *will* go, He *will* go; (2) in direct question by *shall* for the first and second persons, and by *will* for the third person; (3) in indirect statement and indirect question by *shall* for the first person; by either *shall* or *will* for the second person when the principal clause is in the second person, but *will* when the principal clause is in the first or the third person; by either *shall* or *will* for the third person when the principal clause is in the third person, but *will* when the principal clause is in the

first or the third person. But if these two auxiliaries are changed, and *will* used with a direct statement in the first person, and *shall* in the second and third persons, as, I *will* go, You *shall* go, He *shall* go, then the tense will express a promise. Hence a distinction may be drawn between a predictive future and a promissive future.

*Should* and *would*, when used as the past tenses of *shall* and *will*, follow the same laws; but *should* is used also with all persons to express obligation; as, He feels he *should* do so.

5, 6. **May** and **can** are auxiliaries of mood, expressing a Potential mood, or manner of the action of the verb. They are both defective, no parts of the verb infinite being in use.

7. **Must** is the past tense of an obsolete present *mote*, meaning he may, or is able; it is now a present tense, and expresses necessity.

8. **Do** is conjugated in all its parts as a transitive verb, but is not auxiliary in the parts of the verb infinite. Tense-forms compounded with the auxiliary **do**, and its past tense **did**, used to have merely the same force as the inflected tenses, or to express repeated or continuous action. These tense-forms have now taken the place of inflected tenses in interrogative and negative sentences; as—

*Do* all men kill the things they *do* not love?
*Did* they promise to come?
They *do* not care at all.
We *did* not see them.

And they are used to express entreaty or emphasis; as—

*Do* give it to him.
I *do* dislike him.
It is certain that he *did* say so.

9. **Ought** is the old past tense of the verb *owe*, which is also conjugated as a transitive verb in all its parts according to the rules of the weak conjugation. Thus—

I *ought* to do it. He *ought* to have gone.
I *owe* him money. He *owed* me nothing.

*Ought* is employed with the force of a present tense as well as of a past tense. No other tense-form is used as auxiliary.

10. **Let** is not really an auxiliary, but is a tense of a transitive verb commonly used to supply the place of tense-forms for the first and third persons of the imperative mood; as—

*Let* him go. *Let* us go.

One, two, or three auxiliaries may be used to make a tense-form; as—

I *am* loving. I *have been* loving. I *might have been* loving.

## TABLE OF AUXILIARY VERBS.

### BE.

| Indicative. | | Subjunctive. | | Imperative. | Infinitive. |
|---|---|---|---|---|---|
| *Present.* | *Past.* | *Present.* | *Past.* | | [to] be |
| SINGULAR. | | SINGULAR. | | | |
| I am | I was | I be | I were | | Participles. |
| Thou art | Thou wast (wert) | Thou be | Thou were (wert) | be | *Present.* being |
| He is | He was | He be | He were | | *Past.* been |
| PLURAL. | | PLURAL. | | | |
| We are | We were | We be | We were | | |
| Ye are | Ye were | Ye be | Ye were | be | |
| They are | They were | They be | They were | | |

### Old Form.

Indicative.

| *Present.* | *Past.* |
|---|---|
| SINGULAR. | SINGULAR. |
| I am, be | I was |
| Thou art, beest | Thou were |
| He is, beeth, be, | He was. |
| PLURAL. | PLURAL. |
| We are, beth, ben, be | We were |
| Ye are, beth, ben, be | Ye were |
| They are, beth, ben, be | They were. |

### HAVE.

| Indicative. | | Imperative. | Infinitive. |
|---|---|---|---|
| *Present.* | | | [to have] |
| SINGULAR. | PLURAL. | | Participles. |
| I have | We have | | *Present.* |
| Thou hast | Ye have | have | having |
| He hath, has | They have | | *Past.* |
| *Past.* | | | had |
| I had | We had | | |
| Thou hadst | Ye had | | |
| He had | They had | | |

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SHALL.

**Indicative.**

| *Present.* | | *Past.* | |
|---|---|---|---|
| SING. | PLUR. | SING. | PLUR. |
| I shall | We shall | I should | We should |
| Thou shalt | Ye shall | Thou should(e)st | Ye should |
| He shall | They shall | He should | They should |

WILL.

| | | | |
|---|---|---|---|
| I will | We will | I would | We would |
| Thou wilt | Ye will | Thou would(e)st | Ye would |
| He will | They will | He would | They would |

MAY.

| | | | |
|---|---|---|---|
| I may | We may | I might | We might |
| Thou mayest | Ye may | Thou might(e)st | Ye might |
| He may | They may | He might | They might |

CAN.

| | | | |
|---|---|---|---|
| I can | We can | I could | We could |
| Thou canst | Ye can | Thou could(e)st | Ye could |
| He can | They can | He could | They could |

MUST has no inflexions.

DO

| | | | |
|---|---|---|---|
| I do | We do | I did | We did |
| Thou doest, dost | Ye do | Thou diddest, didst | Ye did |
| He doeth, doth, does | They do | He did | They did |

OUGHT.

| | |
|---|---|
| I ought | We ought |
| Thou oughtest | Ye ought |
| He ought | They ought |

The phrases *going to* and *about to* may be considered as auxiliaries of the future tense. 'I am *going to* do it,' 'I am *about to* do it,' are equivalent to 'I *shall* do it,' or 'I *will* do it.'

§ 26. SCHEME OF A VERB (WEAK CONJUGATION) WITH ALL TENSE-FORMS FORMED BY INFLEXION AND AUXILIARIES; according to Tense-Scheme, § 21.

## Indicative Mood.

### *Present Tense-Forms.*

| | PRESENT-PERFECT. | PRESENT-IMPERFECT. | PRESENT-AORIST. |
|---|---|---|---|
| *Sing.* | I have waited | I am waiting | I wait |
| | Thou hast waited | Thou art waiting | Thou waitest |
| | He has waited | He is waiting | He waiteth, waits |
| *Plur.* | We have waited | We are waiting | We wait |
| | Ye have waited | Ye are waiting | Ye wait |
| | They have waited | They are waiting | They wait |

### *Past Tense-Forms.*

| | PAST-PERFECT. | PAST-IMPERFECT. | PAST-AORIST. |
|---|---|---|---|
| *Sing.* | I had waited | I was waiting | I waited |
| | Thou hadst waited | Thou wast waiting | Thou waitedst |
| | He had waited | He was waiting | He waited |
| *Plur.* | We had waited | We were waiting | We waited |
| | Ye had waited | Ye were waiting | Ye waited |
| | They had waited | They were waiting | They waited |

### *Future Tense-Forms.*

| | FUTURE-PERFECT. | FUTURE-IMPERFECT. | FUTURE-AORIST. |
|---|---|---|---|
| *Sing.* | | | |
| | I shall, will, have waited | I shall, will, be waiting | I shall, will, wait |
| | Thou shalt, wilt, have waited | Thou shalt, wilt, be waiting | Thou shalt, wilt, wait |
| | He shall, will, have waited | He shall, will, be waiting | He shall, will, wait |
| *Plur.* | | | |
| | We shall, will, have waited | We shall, will, be waiting | We shall, will, wait |
| | Ye shall, will, have waited | Ye shall, will, be waiting | Ye shall, will, wait |
| | They shall, will, have waited | They shall, will, be waiting | They shall, will, wait |

SCHEME OF A VERB (WEAK CONJUGATION) WITH ALL TENSE-FORMS FORMED BY INFLEXION AND AUXILIARIES; according to Tense-Scheme, § 21.

## Subjunctive Mood.

### *Present Tense-Forms.*

| | PRESENT-PERFECT. | PRESENT-IMPERFECT. | PRESENT-AORIST. |
|---|---|---|---|
| *Sing.* | I have waited | I be waiting | I wait |
| | Thou have waited | Thou be waiting | Thou wait |
| | He have waited | He be waiting | He wait |
| *Plur.* | We have waited | We be waiting | We wait |
| | Ye have waited | Ye be waiting | Ye wait |
| | They have waited | They be waiting | They wait |

### *Past Tense-Forms.*

| | PAST-PERFECT. | PAST-IMPERFECT. | PAST-AORIST. |
|---|---|---|---|
| *ing.* | I had wait | I were waiting | I waited |
| | Thou had waited | Thou wert waiting | Thou waited |
| | He had waited | He were waiting | He waited |
| *lur.* | We have waited | We were waiting | We waited |
| | Ye had waited | Ye were waiting | Ye waited |
| | They had waited | They were waiting | They waited |

### *Future Tense-Forms.*

| | FUTURE-PERFECT. | FUTURE-IMPERFECT. | FUTURE-AORIST. |
|---|---|---|---|
| *Sing.* | | | |
| | shall, will, have waited | I shall, will, be waiting | I shall, will, wait |
| | Thou shall, will, have waited | Thou shall, will, be waiting | Thou shall, will, wait |
| | He shall, will, have waited | He shall, will, be waiting | He shall, will, wait |
| *Plur.* | | | |
| | We shall, will, have waited | We shall, will, be waiting | We shall, will, wait |
| | Ye shall, will, have waited | Ye shall, will, be waiting | Ye shall, will, wait |
| | They shall, will, have waited | They shall, will, be waiting | They shall, will, wait |

§ 27. i. **Frequentative Verbs**, or verbs expressing repeated action, are formed from other verbs, usually by modifying the stem-vowel and adding—

(1) The termination **-er**, as—

| | |
|---|---|
| beat, | batter. |
| climb, | clamber. |
| fret, | fritter. |
| gleam, | glimmer. |
| spit, | sputter. |
| wind, wend, | wander. |

(2) The termination **-el** or **-le**, often with a modification of the final consonant of the stem; as—

| | |
|---|---|
| drip, | dribble. |
| game, | gamble. |
| grab, | grapple. |
| nip, | nibble. |
| scrape, | scrabble. |

ii. **Causative Verbs**, or verbs expressing that a thing is caused to have the quality implied by the root of the word, are formed from adjectives by adding the termination **-en**; as—

| | |
|---|---|
| black, | blacken. |
| flat, | flatten. |
| long, | lengthen. |
| sweet, | sweeten. |
| white, | whiten. |

§ 28. Verbs in English have no distinctive final letter or syllable marking them off from other parts of speech, and so almost any word may be used as a verb, or become a verb; as—

To *foot* it.
To *tide* it over.
They *furthered* my plans.
The letter was *forwarded*.
To *weather* a storm.
The weather will *fair*.
They *wintered* in the island.

Weapons more violent, when next we meet
May serve to *better* us, and *worse* our foes,
Or *equal* what between us made the odds.

## PARTICLES.

§ 29. **Particles** are divided into four classes, **Adverbs, Prepositions, Conjunctions, Interjections,** because of differences in the ways of using them, and not because of differences in their nature. For it may be said that 'the preposition is an adverb of place, the conjunction is an adverb of manner, the interjection is an exclamatory adverb.' Thus we find that the same word may be an adverb and a preposition, as *after*—

He came a long time *after*.
He came *after* a long time.

Or may be an adverb and a conjunction, as *while*—

And *while* the people clamoured for a king,
Had Arthur crowned.

Going to France . . . all is prosperous to me; *while*, in returning to England, heavy misfortunes and adverse winds happen to me.

Or may be a conjunction and a preposition, as *for*—

He will do this *for* he promised.
He will do this *for* his promise' sake.

Or may be an adverb, and a preposition, and a conjunction, as *since*—

That was done long *since*.
That was done *since* yesterday.
He will come, *since* he always keeps his promises.

### Adverbs

§ 30. **Adverbs** are so called because they usually qualify verbs; they may also qualify adjectives or adverbs, as—

He went *early*.

Ring out a *slowly* dying cause.

He is a *disgracefully* bad man.

He did that *very* badly.

Sometimes, but rarely, an adverb is used as an adjective qualifying a substantive, as—

Thine *often* infirmities.

Our *then* dictator,
Whom with all praise I point at, saw him fight.

§ 31. Adverbs may be divided into five classes:—

i. **Adverbs of Place.**

*Here, there, where, hence, hither, forth, above, off, backwards, away, asunder.*

ii. **Adverbs of Time.**

*Then, now, soon, often, seldom, while, whilom, ere, anew, anon, betimes, formerly, still, ago, by and by.*

Some, like *hence*, are adverbs of time as well as of place.

iii. **Adverbs of Number.**

*Once, twice, thrice.*

Many of these adverbs were old case-forms of pronouns or nouns, thus, *hence* (*hennes*), *thence* (*thennes*), *once* (*ones*), *whiles*, *needs*, were genitive cases, and as this adverbial form in *-es* became common other words, as *besides*, *betimes*, took this shape; *amidst*, *against*, *amongst*, *whilst*, are corruptions of the same form; *here*, *there*, were datives singular; *seldom*, *whilom*, were datives plural.

iv. **Adverbs of Description**, expressing **quantity, quality, manner.**

*Much, enough, almost, thus, so, quite, well, ill, darkling, badly, wisely, foolishly.*

Adverbs of manner are usually formed by adding the syllable **-ly** to adjectives, and in this way almost any adjective may be turned into an adverb; as *bad-ly, usual-ly, figurative-ly, extraordinari-ly.*

v. **Adverbs of Affirmation and Negation.**

*Ay, yea, yes, nay, no, not.*

Some adverbs form a comparative and a superlative degree in the same way as adjectives do, by the addition of the terminations *-er* and *est*; as

often, often-*er*, often-*est*,

and the irregular comparisons of *far*, *little*, *much*, *better*, *worse*, are used as adverbs as well as adjectives. The comparative *ere*, forms a superlative *erst*.

## Prepositions.

§ 32. **Prepositions** express originally relations of place and time, and are then used in wider senses to express various figurative relations arising out of these. The real prepositions are simple or compound forms from a few original roots; as—

*About, above, after, against, among, at, but, by, before, behind, below, beneath, between, beyond, down, for, from, in, into, of, off, on, to, towards, unto, till, until, over, since, through, under, up, upon, with, within, without.*

*Ward* or *wards* is used in composition only; as, to*wards*; or as a suffix to a substantive; as, to God-*ward*; they looked heaven-*wards*.

Many other words are used as prepositions, especially the participial form in **-ing**; as—

*During* the inquiry.
*Pending* their decision.

Prepositions are used with the objective case only, that is, the objective case alone admits a preposition to define its meaning more accurately in relation to other words in a sentence. The name itself, meaning 'a placing before,' expresses what is merely an accident in the use of the words, for prepositions may be placed after the nouns, although they usually come before them; as—

He was there *before me.*
And *them* long time *before*, great Nimrod was.
I spoke *of him.*
He is the man *whom* I spoke *of.*

Several prepositions may be used with one noun; as—

He went forth *from out of* the city.

Pronouns are often compounded with prepositions following, and may then be classed as adverbs; as—

*Wherein* = in what. *Thereupon* = upon that.

### Conjunctions.

§ 33. **Conjunctions** join words or clauses or sentences, as,—

You *and* I.
He fell *and* rolled.
He spoke firmly *but* kindly.
He spoke to him, *but* did not convince him.

Unlike adverbs they must always stand at the beginning of the clauses or sentences which they introduce. They are—

i. **Coordinative**, or those which join words, or clauses and sentences which are independent one of another.

(1) Conjunctive, *and, also.*

(2) Disjunctive, *but, either, or, neither, nor.*

ii. **Subordinative**, or those which join clauses and sentences of which one is in a relation of dependence upon the other; as—

*Although, because, if, since, that, unless.*

### Interjections.

§ 34. **Interjections** are words or cries expressing feelings of the mind; as—

*Alas! Oh! Hurrah! Woe! Capital!*

## COMPOSITION AND DERIVATION.

§ 35. **Compound words** are formed in two ways—

i. **By joining two or more words, each of which is also used as a distinct and separate word**; as, *mealtub*, of which the parts *meal* and *tub* are separate words, each having a distinct meaning, and when joined make a new word expressing a new idea: so *milkmaid*, *newspaper*, *railroad*, *quarterdeck*, *overlook*, *governor-general*.

ii. **By adding to a word an inseparable affix**, that is, one or more letters which cannot now be used as a distinct and separate word; as, *be*stir, *un*tidy, bak*er*, king*dom*, man*hood*. This process may be distinguished from the former by the name 'Derivation.'

§ 36. **Compound words of the first class** are in reality phrases passing into words. The most important pass into substantives, adjectives, verbs.

**Compound Substantives** are formed from—

(1) Substantives qualified or limited by preceding attributes, that is, adjectives, or substantives standing as adjectives, or particles standing as adjectives; as *grandfather*, *freeman*, *mankind*, *tarbarrel*, *wheelbarrow*, *bystander*, *forethought*, *aftergrowth*, *overthrow*. A few substantives are qualified by an adjective following; as *handful*, *pailful*.

(2) Substantives depending, as objects, on preceding verbs or prepositions; as *cutthroat*, *makeshift*, *marplot*, *pickpocket*, *scarecrow*, *spendthrift*, *afternoon*, *aftertime*, *outlaw*.

**Compound Adjectives** are formed from—

(1) Adjectives, or participles, qualified by preceding attributes, that is, adjectives, or substantives standing as adjectives, or particles standing as adjectives; as *barebacked*, *cream-faced*, *meek-eyed*, *sad-coloured*, *best-nosed* and *loudest-toned*, *red-hot*, *sky-blue*, *snow-white*, *eagle-eyed*, *far-seeing*, *inborn*, *over-righteous*.

(2) Adjectives, or participles, qualified by preceding substantives in the objective case, either as direct objects, or as indirect objects or cases of extension; as *tale-bearing, time-serving, God-fearing, match-making, childlike, footsore, heartbroken, heartsick, sea-borne, weatherwise.*

**Compound verbs** are formed from—

(1) Verbs qualified by preceding particles; as *outrun, overset, undersell, upturn.*

(2) Verbs, qualified by preceding substantives, as direct objects, or as indirect objects or cases of extension; as *backbite, browbeat, hamstring, shipwreck, waylay.*

Of compound words the latter part is generally principal, and the former is limiting or explanatory, making its meaning more distinct and precise.

§ 37. **Compound words of the second class**, or **Derived** words, are in reality phrases which have already passed into words. The **inseparable affixes**, or portions which cannot be used as distinct words, are either **prefixes**, that is, additions to the beginning of words; or **suffixes**, that is, additions to the end of words.

1. **Prefixes** are usually particles, adverbs or prepositions, which have to some slight extent changed their old form or meaning; hence words formed by the aid of inseparable prefixes differ very little from the words already mentioned as compounded of verbs qualified by separable particles.

The most important prefixes are of English origin:—

*A*, a corruption of the prepositions *on, in*; as, *a*-bed = *on* bed, *a*-shore, *a*-board: *at*; as, *a*do, *a*-fore: *of*; as, *a*-down, *of* or *off* the dune, the hill. In some words it represents a syllable *and-*; as *a*long, once written *and*-lang; in others *er-* as *a*rise; or *ge-*; as, *a*-ware.

*Be*, a preposition meaning *about*, and *from about*; as, *be*-girt, girt *about*; *be*-reave, to strip *from about*; *be*-tray.

*For* (*fore*), meaning *forth, away, utterly*; as, *for*-give, to give *forth*; *for*-bid, to bid *away*, or prohibit; *for*-lorn, *utterly* lorn, or, lost; *for*-done, *utterly* wearied; *for*-go; *fore*-fend.

*Fore*, meaning *before*; as, *fore*-see, to see *before*, *fore*-tell; *fore*-stall, *fore*-mast.

*Gain*, meaning *against*, *contrary to*; as, *gain*-say, to say *against*, oppose; *gain*-stand.

*Mis*, meaning *amiss*, *wrongly*; as, *mis*-deed, a *wrong* deed; *mis*-hap, an *ill* chance; *mis*-govern, to govern *badly*.

*To*, a preposition meaning *to* or *at*; as *to*-day, *to*-morrow, *to*-gether.

*Un*, first (answering to the Latin *in*), meaning *not*, having the effect of negativing the force of the word to which it is joined and used mostly with substantives and adjectives; as, *un*-tired, not tired; *un*-able, not able; *un*-blushing not blushing; secondly (answering to the German *ent*-) having the effect of reversing an action, used with verbs only, as *un*-bar, to free from bars; *un*-tie, to loosen.

*With*, meaning *against*; as, *with*-stand, to stand *against*; *with*-hold, to hold *against*, and so to keep *from* a person or thing.

Besides these English prefixes, since so many French, Latin, and Greek words have been introduced into English, a very large number of French, Latin, and Greek prefixes are in use with words of their own languages. A few have become naturalised, and are used in composition with words of English origin also. The most important are:—

*Dis*, meaning *apart*, *away*, having also a negative sense; as, *dis*-arm, to take *away* arms: with English words, *dis*-trust, *want of* trust; *dis*-ease, *want of* ease, *un*-easiness, illness; *dis*-believe, *not* to believe.

*Em*, *en* (the French form of the Latin preposition *in*), meaning *in*; as, *em*-brace, to take *in* the arms; *en*-sue, to follow: with English words, *em*-bolden, *em*-body, *en*-dear, *dis*-*em*-bodied.

*Re*, meaning *back again*; as, *re*-cover, to take *back*; *re*-creant, one who *retracts* his belief: with English words, *re*-call, to call *back*; *re*-build, to build *again*.

ii. The most important suffixes in like manner are those of English origin; and besides these several from French and Latin and Greek have been adopted, of which some have become naturalised, and are used in composition with words of English origin. These suffixes are used to form Substantives, or Adjectives, or Verbs.



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## Substantive suffixes.

### (1) Personal—

| | | |
|---|---|---|
| Eng.[1] | *-ar, -er, yer,* | li*ar*, build*er*, murder*er*, bow*yer*. |
| | *-ster,* | spin*ster*, game*ster*, young*ster*. |
| Fr. | *-eer, -ier, -or (-eur),* | pion*eer*, bombard*ier*, tail*or*. |
| | *-ee,* | legat*ee*, feoff*ee*. |
| Fr. | *-ess,* | emp*ress*, murder*ess*. |

### (2) Instrumental—

| | | |
|---|---|---|
| Eng. | *-el, -le,* | shov*el*. |

### (3) Diminutive—

| | | |
|---|---|---|
| Eng. | *-el, -le,* | satch*el*, cocker*el*, padd*le*. |
| | *-en,* | maid*en*, kitt*en*. |
| | *-ing, -ling,* | farth*ing*, dar*ling*, gos*ling*. |
| | *-kin,* | lamb*kin*, pip*kin*. |
| | *-ock, -ow,* | hill*ock*, bull*ock*, shad*ow*, pill*ow*. |
| Fr. | *-let, -et,* | brace*let*, king*let*, flower*et*, latch*et*. |
| Lat. Fr. | *-icle, -el, -le,* | part*icle*, dams*el*, cast*le*, fem*ale*. |

### (4) Augmentative—

| | | |
|---|---|---|
| Eng. | *-ard, -art,* | drunk*ard*, slugg*ard*, bragg*art*. |
| Ital. | *-oon, -on,* | bass*oon*, ball*oon*, million. |

### (5) Expressive of an abstract idea of condition, state, being, &c.—

| | | |
|---|---|---|
| Eng. | *-had, -head, -hood,* | God*head*, man*hood*, priest*hood*. |
| | *-dom,* | king*dom*, free*dom*, martyr*dom*. |
| | *-lock, -ledge,* | wed*lock*, know*ledge*. |
| | *-ness,* | kind*ness*, white*ness*, rounded*ness*. |
| | *-red,* | kind*red*, hat*red*. |
| | *-ship, -scape,* | wor*ship*, king*ship*, land*scape*. |
| | *-ter,* | laugh*ter*, slaugh*ter*. |
| | *-th,* | streng*th*, bread*th*, weal*th*. |
| Fr. (Lat.) | *-age* | marri*age*, bagg*age*, steer*age*. |
| | *-ance, -ence, -ency,* | endur*ance*, persist*ence*, clem*ency*, dall*iance*, ridd*ance*, hindr*ance*. |
| Fr. | *-ment,* | improve*ment*, nourish*ment*, defile*ment*. |
| Fr. (Lat.) | *-ion, -ation,* | act*ion*, starv*ation*. |

[1] Eng. = English; Fr. = French; Ital. = Italian; Lat. = Latin.

(6) **Collective**—

| | | |
|---|---|---|
| Fr. | *-ry, -ery* (-erie), | jewel*ry*, poet*ry*, fair*y*, rook*ery*. |

## Adjective suffixes.

(1) Expressive of **quality, material, nature,** &c.—

| | | |
|---|---|---|
| Eng. | *-ish*, | Engl*ish*, brown*ish*, fair*ish*. |
| | *-ly*, | man*ly*, god*ly*, earth*ly*. |
| | *-y* (-ig), | drear*y*, dream*y*. |
| Eng. | *-en, -ern*, | wood*en*, gold*en*, east*ern*. |
| Lat. | *-ive, -tive*, | sport*ive*, talka*tive*. |
| | *-ian*, | Grec*ian*, Australi*an*, Shakespear*ian*. |

(2) Expressive of **fullness**—

| | | |
|---|---|---|
| Eng. | *-ful*, | health*ful*, care*ful*, cheer*ful*, doubt*ful*, |
| | *-some*, | win*some*, glad*some*, whole*some*. |
| Fr. (Lat.) | *-ous, -ose*, | sulphur*ous*, murder*ous*, glori*ous*, pite-*ous*, verb*ose*, oti*ose*. |

(3) Expressive of **want**—

| | | |
|---|---|---|
| Eng. | *-less*, | care*less*, fear*less*, fruit*less*. |

(4) Expressive of **fitness**—

| | | |
|---|---|---|
| Lat. | *-able, -ible, -ble, -ile*, | habit*able*, eat*able*, ed*ible*, frag*ile*. |

(5) Expressive of **number**—

| | | |
|---|---|---|
| Eng. | *-fold*, | mani*fold*, hundred*fold*. |

## Verb suffixes.

(1) **Frequentative**—

| | | |
|---|---|---|
| Eng. | *-er*, | batt*er*, patt*er*, glimm*er*. |
| | *-el, -le*, | grov*el*, draw*l*, crack*le*. |

(2) **Causative**—

| | | |
|---|---|---|
| Eng. | *-en*, | length*en*, whit*en*, wid*en*. |
| Fr. | *-fy*, | lique*fy*, grati*fy*, simpli*fy*. |
| Fr. Gr. | *-ise, -ize*, | equal*ise*, natural*ise*, mesmer*ise*. anathemat*ize*. |

Besides these there are certain **Adverb suffixes**: as, *-ther*, expressing **movement towards**, as hi*ther*; *-ce* (*es*) expressing **movement from**, as hen*ce*; *-ward, -wards*, expressing **direction**, as home*ward*, heaven*wards*; *-wise* and *-ly* (lic, like), expressing **manner**, as like*wise*, other*wise*, faithful*ly*, even*ly*.

The power of deriving new words by means of suffixes varies in the different stages of a language; one suffix becomes very common, while another passes out of use. When a suffix is little used to form new words its force is gradually forgotten, and words compounded of it often lose their proper shape, or even become so changed as to seem compounds of some other more usual ending. Thus the suffix *-lock*, having become strange, has been changed, as in the form 'out of know*lych* of here syght,' till it is now scarcely to be recognised in know*ledge*. So too neighbour-*red* has been altered into the more common form neighbour*hood*; li*flode* (life-leading), through li*fhood*, into livelihood; right*wise* into right*eous*; fem*el* (femelle) into f*emale*, so as to appear to be the correlative of *male*.

## SYNTAX.

§ 38. **Syntax teaches the relations and right use of the different parts of speech and of their inflexions**; or, in other words, teaches the law of the arrangement and connection of words in a sentence.

§ 39. **A sentence** is a word, or a combination of words, expressing a thought or judgment.

**A simple sentence** is—

(1) A statement or assertion—
Fire burns.

(2) A question—
Dare he?
Does fire burn?

(3) A command or wish—
Fire, burn; and cauldron, bubble.

**Every sentence** contains **two members or parts**—

i. The person, or thing, about which something is said—**Subject.**

ii. What is said about that person, or thing—**Predicate.**

**The Subject** is, strictly speaking, a substantive in the nominative case.

**The Predicate** is, strictly speaking, a finite verb.

| SUBJECT. | PREDICATE. |
|---|---|
| Fire | burns. |
| Men | die. |
| I | walk. |

1. The subject and the predicate together can be expressed by one word—a finite verb, which, by its termination or by the manner of its use, implies the subject—

Hearest? Go. Remember.

But unless the verb is in the second person singular of the indicative mood, or in the imperative mood the subject is almost always expressed by a separate word.

2. Any word, or combination of words (a phrase), which can express the force and sense of a substantive, may stand as the subject of a sentence: as,

| | |
|---|---|
| Pronoun, | *He* fights. |
| Adjective, | *The just* shall live. |
| Participle, | *The beaten* run. |
| Verb infinitive, | *To lie* is disgraceful. |
| Phrase, | *England expects every man to do his duty*, was Nelson's signal. |

3. The predicate may consist of a tense-form of an auxiliary verb (be, shall, &c.) called the copula or link, and a word completing the sentence, called the complement, or predicative-complement—

| | | |
|---|---|---|
| Snow | *is* | *falling.* |
| Men | *are* | *mortal.* |
| He | *was* | *killed.* |
| It | *shall be* | *done.* |
| They | *may be* | *found.* |
| It | *might have been done.* | |

Some other verbs cannot express predication completely, and require a complement; as—

He *became Cæsar.*

§ 40. Sentences thus consisting of subject and predicate only would express thoughts so vaguely and inaccurately as to be almost useless; therefore both **the subject and the**

**predicate are often expanded** by the addition of words and phrases, which define and make more precise the sense in which they are used.

i. **The Subject is expanded by the addition of Attributes,** that is, of words assigning quality, and thus limiting or qualifying the subject and making its meaning more clear. These are **adjectives, or substantives, or phrases** which may stand in a sentence instead of them.

Thus the sentence 'Commander ruled' conveys very little information, but may be qualified and expanded by attributes till its meaning has become clear—

(1) By an **Adjective** (or pronoun or participle)—

*The* commander ruled.
*The famous* commander ruled.
*The conquering* commander ruled.

(2) By a **Substantive,** in agreement or apposition—

The famous commander, *Cromwell,* ruled.

(3) By a **Possessive Case** of a substantive—

*England's* famous commander ruled.

(4) By a **Prepositional phrase** equivalent to a possessive case or an adjective—

The famous commander *of the Parliamentarians* ruled.

(5) By a subordinate **Sentence** equivalent to an adjective—

The commander, *who gained the battle of Naseby,* ruled.

Many or all of the expansions may be used in the same sentence; as—

England's famous conquering commander of the Parliamentarians, who gained the battle of Naseby, ruled.

ii. **The Predicate is expanded by the addition of words**

(or clauses) to complete, or to define, the meaning of the verb—

(1) By a **Direct** (or nearer, or immediate) **Object**, that is, a substantive in the objective case, or phrase, completing the meaning of a transitive verb; as—

He gave *a book.*
He loved *to hear the tale.*

(2) By an **Indirect** (or remoter) **Object**, that is, a substantive also in the objective case, or a preposition and substantive, to limit still farther the meaning of a verb transitive which already has a direct object, or of a verb intransitive without a direct object; as—

He gave *me* a book.
He gave a book *to me.*
They spoke *to him.*

(3) By **Objective Cases of substantives**, or **Absolute Participial phrases**, or **Adverbs**, or **Adverbial phrases**, or **Prepositional phrases**, expressing any circumstances limiting or qualifying an action or state, as **place, time, cause, manner, measure, extent, condition**, &c.; as—

I sent him all the way *home.*
He gave me a book *last week.*
*They being present* he gave me a book.
He *kindly* gave me a book.
That hurt me *much.*
He behaved *more foolishly than before.*
*In the kindest manner* he gave me a book.

(4) **A Noun or Verb Infinite or Phrase, is added to an expansion of the predicate**, especially to the direct object, asserting or predicating something additional concerning it; and this is called **the oblique predicate**; as—

The king nominated him *general.*
We have you *alone.*
They declared him *to be an impostor.*

(5) The predicate, like the subject, may be expanded by a **Sentence**—

He gave me a book, *that I might keep it in remembrance of him.*

All words or phrases expanding either the subject or predicate of a sentence may themselves be expanded by qualifying words or phrases: thus, in the following examples, *flashing*, an expansion of the subject *she*, is itself expanded by an adverb and a direct object; *stiller*, an expansion of the object *lady*, is itself expanded by a phrase:—

She *flashing* forth a haughty smile, began.

At length I saw a lady within call
*Stiller* than chiselled marble, standing there.

§ 41. **A Compound Sentence**, that is, a sentence that contains more than one finite verb, consists of two or more simple sentences, which are then termed its clauses.

These clauses are—

i. **Coordinate**, that is, clauses whose construction is independent of each other, and which are connected by coordinative conjunctions; as—

They abandoned their native speech, *and* adopted the French tongue.

She was subjugated by the Roman arms; *but* she received only a faint tincture of Roman arts and letters.

ii. **Subordinate**, that is, clauses whose construction is dependent on that of the main sentence, being connected with it by subordinative conjunctions, or relative or interrogative pronouns, or adverbs; as—

He will come *if he be able.*

He spoke loudly *that he might be heard.*

I find not yet one lonely thought
*That cries against my wish for thee.*

Such subordinate clauses are usually expansions of the subject, or predicate, or object of the main sentence, and are equivalent

to a substantive, or an adjective, or an adverb. They are therefore divided into—

(1) **Substantival clauses**, standing in place of a substantive as subject or object, or in apposition to subject or object; usually introduced by 'that,' or an interrogative or relative word; as—

*That he could do no more* is clear.
He said *that he could do no more.*
*What was the matter* could not be found out.
She knows not *what his greatness is.*

(2) **Adjectival clauses**, standing in place of an attribute qualifying subject or object; usually introduced by some form of the relative pronoun or relative adverb; as—

There that man, *who fought so bravely*, was slain.
I read of that glad year *which once had been.*
This is the day *when he must die.*

(3) **Adverbial clauses**, standing in place of adverbs, qualifying and defining subject or predicate. These are usually introduced by an adverb or conjunction, and are equivalent to adverbs expressing **time, place, cause, manner, condition, consequence**, &c.; as—

He lives *wherever he can find a resting-place.*
The pagan English ate horses *until they exchanged their religion for Christianity.*

They sat all night and day,
*For every hour some horsemen came*
*With tidings of dismay.*

He behaved *as an honourable man should.*
I could not have done it *unless you had helped.*
He smote him *that he died.*

Whatever the length of a compound sentence, it can always be reduced to its separate simple clauses, and the links which unite them one to another; and whatever the length of a simple sentence or a simple clause, it can always

be reduced to these two parts, subject and predicate, all other words being expansions either of the subject or of the predicate.

## RULES OF SYNTAX.

### RULES OF AGREEMENT. CONCORDS.

§ 42. **A verb finite in a sentence is in the same number and person as its subject;** as—

*I wait,*
*He waits,*
*They wait.*

A collective noun as a subject, or two or more singular nouns forming a composite subject, will require the verb to be singular or plural according to the sense in which the subject is used; as—

The multitude *was* divided.
The multitude *pursue* pleasure.

In the former the idea of unity is predominant, and we think of the multitude as one body; while in the latter the idea of plurality is predominant, and we think of the many persons who compose the multitude. So—

King and queen *were* there.
Flesh and blood *hath* not revealed it unto thee.

The two constructions are sometimes combined; as—

*This people,* who *knoweth* not the law, *are* cursed.

Nodding *their* heads before her *goes*
The merry *minstrelsy.*

This and many seeming irregularities may be explained by the law that 'the sense often overrides the grammar,' so that the predicate agrees with the meaning rather than the form of the subject; as—

*A great company* of the priests *were* obedient to the faith.

*The mayor* now, *with the city, are* to be flattered, not threatened.

And *every mountain and island were* moved out of their places.

As *every alien pen hath* got my use
And under thee their poesy *disperse.*

Sometimes the copula may agree with the complement instead of with the subject; as—

The wages of sin *is death.*

An high look, and a proud heart, and the plowing of the wicked *is sin.*

If, of two or more subjects of one predicate, one is of the first person, the predicate will be in the first person plural; and if one of the subjects is of the second person, and none of the first, the predicate will be in the second person plural.

§ 43. **A substantive qualifying a substantive, or noun-term, is in the same case;** as—

*The river Thames* flows through London.

*This* is *the River Thames.*

§ 44. **A relative agrees with its antecedent in gender, number, and person; but in case follows the rules of its own clause;** as—

*Thou who* revellest now in triumph.

*This* is *what* he did.

There is *a reaper whose* name is Death.

*He who* created us, *whose* we are, to *whom* all things are obedient, *whom* we see not with our eyes, upon *whom* we depend, is the eternal God.

The relative is sometimes made to agree with the sense rather than the form of the antecedent; as—

The *multitude who* had come together.

Each *legion,* to *whom* it was allotted.

Either relative or antecedent is commonly omitted; as—

How shall I curse whom God hath not cursed?
The petty cobwebs we have spun.
The man I trusted has deceived me.

## CASES OF SUBSTANTIVES.

### The Nominative Case.

§ 45. **The Nominative is the case of the subject—**

*He* waits.
*They* became kings.
*It* is I.

### The Objective, or Accusative, Case.

§ 46. **The Objective expresses primarily the space over which motion is made, and the end or object towards which motion is directed.**

Hence it has two divisions—

i. **The case of extension;** expressing (1) the **space** over which, (2) the **time** during which, (3) the **measure** or **amount** to which, the action or state extends.

(1) The **space** over which; as—

He rode *twenty miles.*
The town is *fifty miles* away.

(2) The **time** during which; as—

She slept *nine hours.*
He is *eight years* old.

(3) The **measure** or **amount** to which; as—

They were injured *a great deal.*

They went *their way.*

He ran *a race.*

. . . whatever creeps *the ground,*
Insect or worm.

ii. **The case of the end or object;** expressing (1) the **place** towards which motion is directed, (2) the **object** affected by the action of the subject.

(1) The **place** towards which; as—

He is going *home.*

Take some *home.*

What time mine own might also flee,
And . . . arrive at last *the blessed goal.*

(2) The **direct object,** with a transitive verb; as—

Why wilt thou kill *me*?

Love *me,* love *my dog.*

He longs *to die.*

(3) The **indirect object,** expressing that which is interested in an action or state, and completes the construction of many verbs transitive or intransitive; as—

He gave *him* a book.

Saddle *me* the ass.

Give *sorrow* words.

Oh! then return, the pledge redeem,
Thou gav'st *the senate.*

The relation of the indirect object, and all the other relations, which have been mentioned under the objective case,

except the direct object of a transitive verb, may be expressed more precisely by the addition of a preposition, as—

Saddle the ass *for me.*
Whatever creeps *upon the ground.*
He is going *towards home.*

A case of a noun or pronoun qualified by an attribute, and relating some accompanying circumstance, is sometimes added to a sentence without entering into its grammatical structure or government. This is called an **absolute case.** In early English this absolute case was the dative; but as the dative passed from use the objective was employed most commonly in an absolute clause; as—

And, *them gathered together,* he said to them in parables.

But in English of the present day the nominative is mostly used; as—

There on a day, *he sitting high in hall,*
Before him came a forester of Dean.

The relation of the time at which an action takes place is also expressed now by the objective case; as—

It was done *yesterday.*
I will be with you *to-morrow.*

### The Possessive, or Genitive, Case.

**§ 47. The Possessive qualifies or defines a noun to which it is joined, and nearly resembles an adjective.**

It usually expresses **possession**; as—

*Cæsar's* gardens.
I am sure to crush *somebody's* toes.

Sometimes the idea of possession is not very apparent, and the case may be called a case of relation; as—

The *seven years'* war,
The *king's* enemies,

in which last sentence the case is almost equivalent to a genitive expressing an object, 'those who oppose the king.'

When two or more nouns in the possessive case are in apposition, they are treated as a compound noun, the last only being inflected; as—

The prophet *Merlin's* doom.
Merlin the *prophet's* doom.

The possessive case always precedes the word which it qualifies, unless it stands as a complement; as—

The earth is the *Lord's*.

The noun which the possessive case qualifies is sometimes omitted; as—

The service was at *St. Paul's* [Cathedral].

The possessive relation may be expressed by the preposition *of* with an objective case; as—

The gardens *of Cæsar*.
The enemies *of the king*.

## EXAMPLES OF ANALYSIS.

§ 48. 1. Nothing is new.

| | |
|---|---|
| *Subject* | **nothing** |
| *Predicate* (copula and complement) | **is new.** |

2. Thou knowest my ways.

| | |
|---|---|
| *Subject* | **thou** |
| *Predicate* | **knowest** |
| Expansion. | |
| *Direct object.* | my ways. |

3. Still onward winds the dreary way.

| | |
|---|---|
| *Subject* | **way** |
| Expansions. | |
| *Attributes* | the, dreary |
| *Predicate* | **winds** |
| Expansions. | |
| *Adverbs* of time and place | still, onward. |

4. I vex my heart with fancies dim.

| | |
|---|---|
| *Subject* | **I** |
| *Predicate* | **vex** |
| Expansions. | |
| *Direct object* | my heart |
| *Prepositional-phrase* of manner | with fancies dim. |

5. I hear thee where the waters run.

| | |
|---|---|
| *Subject* | **I** |
| *Predicate* | **hear** |
| Expansions. | |
| *Direct object* | thee |
| *Subordinate adverbial clause* of place | where the waters run. |
| *Subject* | the waters |
| *Predicate* | run. |

6. Unwillingly this rest
Their superstition yields me.

| | |
|---|---|
| *Subject* | **superstition** |
| Expansion. | |
| *Attribute* | their |
| *Predicate* | **yields** |
| Expansions. | |
| *Direct object* | this rest |
| *Indirect object* | me |
| *Adverb* of manner | unwillingly. |

7. She is, and is not; hence the pain to me.

| | |
|---|---|
| *Subject* | **she** |
| *Predicate*, compound | **is,-and-is-not;** |
| *Link*, coupling clauses | hence |
| *Subject* | the pain |
| [*Predicate* understood] | [is] |
| Expansion. | |
| *Indirect object* | to me. |

8. Thou layest down a law the rich would like.

| | |
|---|---|
| *Subject* | **thou** |
| *Predicate* | **layest** |
| Expansions. | |
| *Direct object* | a law |
| *Adverb* of place | down |
| [*Link*, understood, coupling subordinate clause] | [that] |
| *Subject* | the rich |
| *Predicate* | would like. |

9. This day a solemn feast the people hold
To Dagon their sea-idol, and forbid
Laborious works.

| | |
|---|---|
| *Subject* | people |
| Expansion. | |
| *Attribute* | the |
| *Predicate* | hold |
| Expansions. | |
| *Direct object* (with attributes) | a solemn feast |
| *Indirect object* (with attributes) | to Dagon, their sea-idol, |
| *Objective case* of time | this day |
| *Link*, coupling coordinate clause | and |
| *Predicate* | forbid |
| Expansion. | |
| *Direct object* (with attribute) | laborious works. |

## EXAMPLE OF A FORM OF PARSING.

§ 49. O, there, perchance, when all our wars are done,
The brand Excalibur will be cast away.

O — interjection.

there — adverb of place, qualifying *cast*.

perchance — adverb of manner.

when — adverb introducing a subordinate clause.

all — adjective, attribute of *wars*.

our — possessive pronoun, attribute of *wars*.

wars — substantive common, neuter gender, plural number, nominative case, subject of *are*. Sing. *war*.

are — auxiliary verb, from *be*; active voice, indicative mood, present tense, plural number, third person, agreeing with the subject *wars*. Parts — *am*, *was*, *being*, *been*; tense — *am*, *art*, *is*, *are*, *are*, *are*.

done — transitive verb, from *do*; passive voice, past participle; complement agreeing with *wars*. Parts—*do, did, doing, done.*

the — definite article, attribute of *brand.*

brand — substantive common, neuter gender, singular number, nominative case, subject of *will.* Plur. *brands.*

Excalibur — substantive proper, neuter gender, singular number nominative case, attribute of *brand.*

will — auxiliary verb, from *will*; active voice, indicative mood, present tense, singular number, third person, agreeing with the subject *brand.* Parts—*will, would,* —, —; tense — *will, wilt, will, will, will*: forming with *be* and *cast* a compound tense-form of the passive future-imperfect tense.

be — auxiliary verb, from *be*; active voice, infinitive mood, present tense, depending on *will.* Parts—*am, was, being, been*; forming, with *will* and *cast*, a passive future-imperfect tense-form.

cast — transitive verb, from *cast*; weak conjugation, passive voice, past participle; complement agreeing with *brand.* Parts—*cast, cast, casting, cast*: forming, with (the auxiliaries of time and voice) *will* and *be*, a passive future-imperfect tense-form.

away — adverb of place, qualifying *cast.*

# EXERCISES.

1. Make a list of the substantives in these sentences:

All good men praised him.
The story of these troubles is well known.
Here with Columbus were beings of a new world.
So weary bees in little cells repose.
No stir in the air, no stir in the sea.
A little lonely church in days of yore.

2. Write six sentences, each with a substantive in the nominative case, and one in the objective case.

3. Make a list of the pronouns in these sentences:

He loved the commons.
You drank the wine.
Rememberest thou?
You called me.
She saw the children.
They forgave us.
They saved themselves.
What men are you?

4. Write six sentences, each with a pronoun and a verb; rewrite them, replacing the pronoun by a substantive.

5. Add a suitable adjective to each substantive in the following passage:

One day a wolf had taken a sheep from a fold, and was carrying it home to his den, when he met a lion, who straightway laid hold of the sheep and bore it away. The wolf cried out that it was a shame, and that the lion had robbed him. The lion laughed, and said, 'I suppose, then, that it was your friend the shepherd who gave it to you.'

6. Write six sentences each with an adjective in the positive degree; and six sentences each with an adjective used instead of a substantive.

7. Make a list of the adjectives in the following sentences:

The mother bird would sometimes leave the little ones below, and go up into the willow branches to sing alone; and as the season advanced she did this oftener and oftener; and her song was plaintive and tender then.

Think of the red glow in the morning sky, mother, and the soft haze, and the beautiful rays of warm light across the waters; think of the grand noonday glare, when the broad flags and reeds are all burnished over with heat.

His head spherical, his eyes round, and gentle and dove-like when he was pleased, but fierce as a lion's and sparkling with fire when he was disturbed; his hair black and crisp; his nose prominent and rather raised in the middle. His chest was broad; his limbs were agile; his thighs long; his feet arched; his body was firm and fleshy, but not fat.

8. Write down twelve adjectives, and compare them.

9. Make six sentences, using the comparatives of these adjectives: good, happy, far, dry, plain, tall.

10. Make a list of the adjectives in the following passage, state what substantives they qualify, and give the superlative degree of each of them:

When gentle winds but ruffle the calm sea,
My breast courageous grows, and earth to me
Dear as enticing ocean cannot be;
But when the great main roars, and white with foam
Huge waves tower up from it, and bellowing come
To burst on land, I wistful seek a home
In groves retired, where, when the storm descends,
It brings but music to the pine it bends.

11. Write six sentences, each with a personal pronoun in the nominative and in the objective case.

12. Rewrite these six sentences, so as to make each contain a possessive pronoun.

13. Write six sentences showing the difference between the attributive and the predicative forms of possessive pronouns.

14. Point out the relative pronouns in these sentences, and the antecedents to which they relate:

He who created us, whose we are, to whom all things are obedient, whom we see not with our eyes, upon whom we depend, is the eternal God.

Falcon and owl and sea-crow loud of tongue,
Who plies her business in the watery deep.

And fix thwart timbers for the deck with care,
Which o'er the cloud-dark billows may thee safely bear.

We had in this village an idiot boy, whom I well remember, who from a child showed a strong propensity to bees.

Alas! the meanest herb that scents the gale,
The lowliest flower that blossoms in the vale.

I, that denied thee gold, will give my heart.

The moving whisper of huge trees that branched
And blossomed in the zenith.

15. Write twelve sentences, each containing a relative pronoun.

16. Make lists of the demonstrative and interrogative and relative pronouns in these sentences:

What men are you?
This is William's story.
What he hath won, that hath he fortified.
What shall he have that killed the deer?
The man that hath done this thing shall surely die.
They also serve who only stand and wait.
Which do you like best?
Take which you please.
That is the thing that I like best.
But what good came of it at last?
They are men whose mind is never made up.

17. Rewrite the following as plural sentences:

I am sure I do not like it.
This is a disagreeable thing.
Thou art not so unkind.
That is mine.

If thou doubt, the beasts will tear thee piecemeal.
My house hath been my doom.
This made him so angry.
A man may speak the thing he will.
He unsuspicious led him.
In her anger she speaks roughly to him.

18. Write six sentences, each with a verb in the present tense, and six with the same verbs in the past tense.

19. Write six sentences, each with a verb active, and six with the same verbs used passively.

20. Distinguish the following verbs into transitive and intransitive:

I slip, I slide, I gloom, I glance,
Among my skimming swallows;
I make the netted sunbeam dance
Against my sandy shallows.

It comforts me in this one thought to dwell,
That I subdued me to my father's will:
Because the kiss he gave me, ere I fell,
Sweetens the spirit still.

I told you before that it was their business to dress and prepare whatever was presented to them. And in order to do their work in the best possible way, they divide their labour; some cut up, others tear, and others pound.

21. Write ten sentences containing the past participles of these verbs: breathe, bear, buy, call, catch, come, hang, hate, hold, think.

22. Write ten sentences containing the past tenses indicative of these verbs: reach, teach, fall, fell, help, love, swim, shrink, owe, cleave.

23. Alter the following verbs from the present tense into the past:

It is as when thou, O king, art sitting at supper with thine aldermen and thy thanes in the time of winter, when the hearth

is lighted in the midst and the hall is warm, but without the rains and the snow are falling, and the winds are howling; then cometh a sparrow and flieth through the house; she cometh in by one door and goeth out by another. Whiles she is in the house she feeleth not the storm of winter, but yet, when a little moment of rest is passed, she flieth again into the storm, and passeth away from our eyes. So it is with the life of man, it is but for a moment; what goeth afore it and what cometh after it, wot we not at all.

24. Alter the following verbs from the subjunctive into the indicative mood:

If love *be* blind, love cannot hit the mark.
If thou *do* ill, the joy fades, not the pains.
I'll catch it ere it *come* to ground.
If he *appeal* from their judgment let the appeal be tried.
He asked if it *were* so.
If thou *doubt*, the beasts will tear thee piecemeal.
If thou *wert* Jason, I *were* Jove to-day.

25. Write six sentences, each with three verbs, one in the indicative mood, one in the imperative, one in the subjunctive.

26. Write six sentences, each with a participle used transitively and another used as an adjective.

27. Make lists of the following infinitives, according as they are used transitively, or as subjects, or as objects, or as complements:

To live is to love.
To make a third she joined the other two.
The hare was obliged to run round it.
Nor had he where to rest his head.
It is sweet and noble to die for once's country.
To deny our superiority is foolish.
And there he loved to watch.
To stand up very long is very tiring.
In peace he was more ready to obey than to command.
He desired to be feared rather than loved.

One seeks in vain to fly, the other seeks as vainly to pursue.

To fight was less dangerous than to fly.

28. Write twelve sentences, each with two auxiliary verbs.

29. Write six sentences, using the verbs *is*, *was*, *have*, *will*, *owe*, *do*, as independent verbs.

30. Alter the tenses from the present to the past in the following sentences:

For there, no doubt, is everything man needs.

I will not cease to call on God for aid.

I have read these books, but I do not like them.

They do not like my doing this, but I tell them I shall carry out my plan if I can possibly do so.

What happy ending shall I ask of thee?

That is right, as far as I can judge.

But things like that, you know, must be.

All these things must be done.

31. Write six sentences showing the right use of *will* and *shall*.

32. Write six sentences illustrating the use of *do* in interrogative and negative sentences.

33. Write six sentences containing frequentative verbs.

34. Make lists of the adverbs and conjunctions in the following:

It mattered not to the sedge-warbler whether it were night or day.

Why should we yet our sail unfurl?

While we fly swiftly through the sky, behold him creeping slowly along the ground.

He was rarely unwell, and did not lose either his teeth or his sight by age.

All this was bravely and cleverly done; but it could not recover the battle, now that King Harold's wise orders had once been broken.

He immediately arose, and went out upon an eminence,

from whence he might more distinctly view this very uncommon appearance.

We returned to Misenum, where we refreshed ourselves as well as we could, and passed an anxious night between hope and fear, though indeed with a much larger share of the latter; for the earthquake still continued.

35. Write six sentences, each containing three adverbs qualifying verbs.

36. Collect the adverbs in these sentences, and distinguish them into adverbs of time, of place, and of manner:

Here there were several persons whom you would seldom see together.

Thus he spoke, and savagely his opponent answered him.

He so went forth and most foolishly carried out his plans.

I am always up betimes in the morning.

Fare thou well, and may fortune never unkindly desert thee.

They went hence, and left their place here to others.

Soon from their sides the boats slowly pushed off.

Now three days hence, and almost all traces will have disappeared.

So he went away angrily, as he had often done before.

She often speaks doubtfully now, not plainly ever, as formerly.

37. Write six sentences, each with two adverbs qualifying adjectives.

38. Make a list of the prepositions in the following passage:

So, with the wind behind them, and the oars
Still hard at work, they went betwixt the shores
Against the ebb, and now full oft espied
Trim homesteads here and there on either side,
And fair kine grazing, and much woolly sheep,
And skin-clad shepherds, roused from mid-day sleep,
Gazing upon them with scared wondering eyes.
So now they deemed they might be near their prize;
And at the least knew that some town was nigh,
And thought to hear new tidings presently.

39. Write six sentences, each containing three prepositions.

40. Write six sentences, each containing a word used once as a preposition and again as an adverb.

41. Supply the needful conjunctions in these sentences:

Read not to contradict ... confute; .... to believe .... take for granted; .... to find talk .... discourse; .... to weigh .... consider.

At first she used to sing these ditties only when alone, .... by degrees she began to let her little ones hear them now .... then, .... were they not going to accompany her? .... then the little ones asked her where the Unknown Land was. .... she smiled, .... said she could not tell them, .... she did not know.

The thunder muttered far off, .... there was .... rain .... visible lightning.

42. Write four sentences, with two clauses connected by conjunctive conjunctions; rewrite them, altering the conjunctive into disjunctive conjunctions.

43. Write ten sentences with clauses connected by subordinative conjunctions.

44. Rewrite these sentences, changing the relative pronoun into a conjunction and a pronoun:

Offa was a famous king of Mercia, who reigned thirty-nine winters.

Now art thou no true soldier, who servest not thy lord the king faithfully.

Will ye not tremble at My presence which have placed the sand for the bound of the sea.

But call not thou this traitor, of my house,
Who hath but dwelt beneath one roof with me.

And everybody praised the duke
Who this great fight did win.

Not a fragment is left for the morning, which will find them gone and far away. The cakes of bread were tasteless from the want of leaven, which there had been no leisure to prepare.

These things said, he sat down, upon which the meeting voted.

45. Make lists of the various parts of speech in the following passage:

And there was graven a wide-extended plain
Of fallow land, rich, fertile, mellow soil,
Thrice ploughed; where many ploughmen up and down
Their teams were driving; and as each attained
The limit of the field, would one advance,
And tender him a cup of generous wine;
Then would he turn, and to the end again
Along the furrow cheerly drive his plough.
And still behind them darker showed the soil,
The true presentment of a new-ploughed field,
Though wrought in gold; a miracle of art.

46. Parse the words in italics in the following:

In brief, *acquit thee* bravely.
If *they do* see thee they *will* murder *thee.*
*Thou shouldst* have it, *man, wert* thou a *born* Turk.
*He were* no lion *were* not Romans hinds.
*What* he *hath* won, *that* hath he fortified.
*Arise, go* forth, and conquer as of *old.*
Slowly and sadly *we laid* him down.
He *rose* the morrow *morn.*
*Whose* rash hands *toss* about the *crowns* of kings.
Until *I needs must go* my *death* to meet.

47. Parse all the verbs in the following:

Time fleets, youth fades, life is an empty dream.
It is the echo of time; and he whose heart
Beat first beneath a human heart, whose speech
Was copied from a human tongue, can never
Recall when he was living, yet knew not this.

This uttered, straining all his nerves he bowed;
As with the force of winds and waters pent,
When mountains tremble, those two massy pillars,

With horrible convulsion to and fro
He tugged, he shook, till down they came and drew
The whole roof after them, with burst of thunder
Upon the heads of all who sat beneath.

48. Write these passages in indirect narration:

I do not see any rock ahead which is likely to wreck the government; we shall have some difficulty, perhaps, about the extension of suffrage next session, but I understand, privately, that Lord Derby finds himself so liable to repeated attacks of gout, that he begins to be less desirous than he used to be to become prime minister.

Thou art about, O king, to make war against men who wear leathern trousers, and have all their other garments of leather; who feed not on what they like, but on what they can get from a soil that is sterile and unkindly; who do not indulge in wine, but drink water; who possess no figs nor anything else that is good to eat. If then thou conquerest them, what canst thou get from them, seeing that they have nothing at all? But if they conquer thee, consider how much that is precious thou wilt lose.

I only treated him as he deserved. I was chosen king in play by the boys of our village, because they thought me the best for it. He himself was one of the boys who chose me.

49. Write six sentences, each asking a direct question; and rewrite the sentences so that they shall express an indirect question.

50. Write the following passage in prose, altering the words in italics:

'Twas the fourth day, and all his *task* was o'er.
Him on the fifth Calypso, nymph divine,
Robed in sweet *raiment*, *culled* from her own store,
And bathed, and to his good *bark* did *consign*.
Two skins, one filled with water, one with wine,
She gave him, and a *wallet* stored with meat,
And in his *wake* along the rippling *brine*
Breathed a warm wind, exceeding soft and sweet,
Which with spread sails Odysseus did *right* gladly *greet*.

51. Point out the subject in these sentences:

But I go on for ever.
Reign thou over us.
Then another of the king's thanes rose and said.
The first of April died your noble mother.
One great error he committed.
Here with Columbus were beings of a new world.
Some of you, I doubt not, remember Genoa.
The main difficulty was to make it let down.
White-breasted like a star fronting the dawn he moved.
What happy ending shall I ask of thee?
Brass is the vessel below, and brass the cover above it.
To answer the question was by no means easy.

52. Write six sentences, each with the subject expanded by a prepositional phrase, and with the predicate made up of a copula and complement.

53. Write six sentences, each with the subject expanded by a sentence.

54. Explain the expansion of the predicate in these sentences:

He gave him an orange.
They most kindly granted it.
They soon granted him his desire.
He fought most nobly against great odds.
I have fought a good fight.
Give that to me at once.
He loved to hear the tale.
He told me so several times yesterday at home.

55. Analyse these sentences:

All good men praised him.
The story of these troubles is well known.
Sharp things were said.
His position was now most perilous.
This is William's story.
Good fortune come to thee.
A doubtful throne is ice on summer seas.
Thither the long-winged birds retired to sleep.

56. Write six compound sentences, each with three co-ordinate clauses; and six, each with two subordinate clauses.

57. Write six sentences, each with an adjectival clause; and six, each with an adverbial clause; and rewrite them, replacing the clause by an adjective or an adverb.

58. Analyse:

A single Englishwoman it was necessary to trust.

And whiter than the mist that all day long
Had held the field of battle was the king.

And he that doth the ravens feed,
Yea, providently caters for the sparrow,
Be comfort to my age.

In Periander's days there lived a minstrel of Lesbos, Arion by name, who was second to none as a player on the lute.

So Joris broke silence with 'Yet there is time.'

Being once asked why he did not wear richer apparel, he answered, with the consciousness of true greatness, that it was absurd to suppose that he could be more estimable in fine than in simple clothing.

Then rode Geraint into the castle court,
His charger trampling many a prickly star
Of sprouted thistle on the broken stones.

My heart is strong;
And like some stalwart wrestler, who hath need
Of exercise, and doubts nor heart nor limb,
I shrink not from the combat.

I condescended to advise, when right
Entitled to command.

59. Write six sentences illustrating the agreement of the relative with its antecedent.

60. Write twelve sentences illustrating the various uses of the objective case.

# EXAMINATION PAPERS.

## 1.

1. What do you mean by the words—alphabet, letter, syllable, word, sentence?

2. What is meant by 'a perfect alphabet,' 'a redundant alphabet,' 'a deficient alphabet'?

3. Show by examples that the English alphabet is both redundant and deficient.

4. Write out the alphabet distinguishing the letters into vowels and consonants; and the consonants into liquids, spirants, mutes, and double letters.

5. Which letters are called labial, guttural, dental? What do these words mean?

6. Show by examples the uses of the letters **w** and **y**.

## 2.

1. What do you mean by the words—vowel, consonant, diphthong, liquid, mute?

2. Give rules, with examples, for the pronunciation of **c** and **g** in English.

3. Give examples showing the different ways of pronouncing **ch** and **gh** in English.

4. Give examples showing the different ways of pronouncing the vowels **a, e, i**; and **ei, ea, ou.**

5. Mention words spelt alike but pronounced differently; and words spelt differently but pronounced alike.

6. Write a list of twelve words, each having one or more silent letters.

### 3.

1. What is meant by Part of Speech? How many are there?

2. Explain the meaning of—pronoun, verb, conjunction, interjection. Give examples.

3. Write a sentence containing at least one example of every part of speech.

4. What parts of speech are inflected? How do you prove that your answer is correct?

5. Explain what is meant by—inflexion, stem, root. Give examples.

6. Make lists, showing what part of speech each of these words is:—Here we are all prosperous, and during the month at Christmas that we spent at Broadlands I broke loose, and instead of working all day long in my north room, and only rushing out at sunset, as I did in September and October, I took a fling, and went out several days hunting and shooting in the fine of the early day, coming home, of course, for work earlier than if I had been only a sportsman.

### 4.

1. Define the terms—common, proper, abstract, when used as names of classes of substantives. Give twelve examples of each.

2. Explain how much a substantive can be inflected.

3. What is meant by gender in English grammar? How many genders are there?

4. How is gender shown by the form of substantives? Give examples.

5. Form the feminines of these words—spinner, actor, god, governor, duke, executor, master, hunter, emperor, fox, hero, singer.

6. What is the meaning of correlative words? Give the correlatives of boy, sister, bride, bull, duck, nun.

### 5.

1. Explain the meaning of the terms—number, singular, plural.

2. Divide substantives into declensions according to their modes of forming the plural.

3. Give a full explanation of the plural forms—brethren, children, kine, swine, mice, pence.

4. Write out the rules for the formation of the plural of the 4th or s-declension.

5. Give the plurals of these nouns—cow, story, box, ox, chief, dwarf, thief, knife, ruff, wharf, strife, potato, fungus.

6. What is the rule of the inflexion of foreign substantives introduced into English? Give ten examples.

## 6.

1. What classes of substantives are not used in the plural? Give instances of each class.

2. Mention twelve substantives used in the plural only.

3. Give instances of substantives whose meaning varies in the two numbers.

4. Mention eight substantives with more than one form of plural. How do you account for these variations.

5. What is the rule of the formation of the plural of compounded substantives? Give examples, and exceptions.

6. Explain and account for the forms—banditti, cherubim, candelabras, alms, news, peas, riches, eaves.

## 7.

1. How many cases have English substantives? Decline any six nouns.

2. What is the usual form of the possessive case? Give twelve examples.

3. Show how prepositions are used instead of case-endings.

4. Explain the words—adjective, epithet, attribute, predicate; positive, comparative, superlative degrees of comparison.

5. Write out the rules for forming the comparison of adjectives by inflexion. Give examples.

6. Give eight examples of irregular comparison. Explain the forms—foremost, furthermore, lesser, worser, next, extremest.

## 8.

1. Write lists of the first fifteen cardinal and ordinal numbers.

2. How are ordinals formed? Account for the forms—first, second, third, fifth.

3. What is meant by a multiplicative? Give six instances of each mode of forming multiplicatives.

4. Distinguish pronouns into their several classes, and give examples of each class.

5. How far are pronouns inflected? Decline six pronouns.

6. Give the rules for the use of thou, ye, you; show how our modern use differs from older usage.

## 9.

1. Write three sentences each containing an example of simple and compound reflexive pronouns.

2. Explain the use of the word 'self,' and give the rule for its composition with pronouns.

3. Decline the relative pronouns; point out any differences in the constructions which they require in a sentence.

4. Write six sentences showing the usage of the interrogative pronouns; and six showing the usage of the demonstratives.

5. Explain the origin of the articles, and show what is the advantage of having articles in a language.

6. Parse the pronouns in these sentences:

I laid me down and slept.
That is not the man that did that.
We speak that we do know.
This is my brother, that is yours, but yon man is a stranger.
Whose things are those?
Is that what you meant?

## 10.

1. Show how much inflexion a verb can have in English, using the verb 'wait' as an example.

2. Explain the terms—transitive, intransitive, impersonal, causative, active, passive. Give examples.

3. How many real tenses has English? How are others supplied?

4. Write sentences showing that the infinitive can be used as a verb, a subject, a complement, an object.

5. Write sentences showing that both present and past participles can be used as verbs and as adjectives.

6. Explain the use of the verbs in these sentences; He ran well; He ran him very closely; He ran his yacht at Cowes; He ran many miles; He ran a great risk; The statue ran blood.

## 11.

1. Explain with examples the meaning of 'strong conjugation' and 'weak conjugation.' What other names are also used for these conjugations?

2. Give four examples of each of the three divisions of the strong conjugation. Mention any verbs which have forms of more than one division.

3. Give examples showing how the syllable -ed of the weak conjugation is sometimes modified or lost.

4. From what verbs do the following come? Assign them to their conjugations:—bought, fought, ought, taught, shred, cut, beat, read, led, lift, had, made, clad, hit.

5. Write out the principal parts of twelve verbs of the strong conjugation.

6. Write out a full scheme of a strong verb with *inflected tenses* only.

## 12.

1. What do you mean by Auxiliary verbs? Give a list of them.

2. Write out the verbs Be, Can, Shall.

3. What is meant by a defective verb? Show how far 'may' and 'will' are defective.

4. What are the peculiarities in the use of 'must' and 'ought?' Illustrate by examples.

5. Write out the first person of the verb 'wait' in all the nine tense-forms of the indicative mood.

6. Illustrate the formation of Frequentative and of Causative verbs by twelve examples of each form.

## 13.

1. Explain the meaning of the terms—particle, adverb, preposition, conjunction, interjection. Give examples.

2. Make lists of adverbs of place, time, manner, giving twelve of each.

3. How are the forms once, hence, there, amidst, amongst, seldom, to be explained?

4. Write out a list of twelve prepositions.

5. Write six sentences showing that prepositions may sometimes come after their substantives.

6. Make lists of the classes of particles in the following:—Our voyage, however, came to an end—and to an unexpected end. After we had steamed for several hours, when it was late in the afternoon, the river began to conduct itself very differently, and the land was no longer the same. The banks rose steeply now, and to a great height, all covered with vines and villages—a rich land. The broad river began to wind about like a mountain stream, and to ripple aud run over its shallows.

## 14.

1. Explain the meaning of Composition and Derivation.

2. Give examples of compound substantives and adjectiv and verbs, and explain what they are formed from.

3. Explain the force of the prefixes be-, gain-, mis-, un-; and give six examples of each in composition.

4. Give six examples of words formed with the prefixes dis-, en-, re-; and explain them.

5. Explain the suffixes -ee, -ess, -dom, -ness, -ance, -ish, -some, -ous, -less, with examples.

6. What is the meaning of a diminutive? What suffixes form diminutives? Give examples.

## 15.

1. What are relative pronouns? Write sentences showing the use of each of them.

2. What is the use of adverbs? Compose sentences introducing the adverbs yes, partly, down, very, then, here, once, and refer each to its proper class.

3. Why do words change their forms in a sentence? What are these changes called, and what words can be so changed?

4. Explain the terms 'strong' and 'weak' conjugation; and write out one verb of each kind.

5. Write out the past tense and past participle of strew, shew, set, sit, lie, lay, let, bring, see, ride, eat, drink, dress, bear, grow, sing, speak, think, come, go, fly, flee.

6. Explain the terms — subject, predicate, expansion of the predicate, compound sentence, subordinate sentence, complement, indirect object. Give one example of each.

7. Analyse:

All creatures must obey the voice of the most High.

Ill can he rule the great that cannot reach the small.

How oft the sight of means to do ill deeds
Makes ill deeds done.

So fail not thou, who thee implores.

Govern well thy appetite, lest Sin
Surprise thee, and her black attendant Death.

## 16.

1. Explain the words—consonant, mute, liquid, labial, dental, guttural, orthography, etymology, syntax.

2. What do you mean by a pronoun? Why are personal, reflexive, interrogative, relative, demonstrative pronouns so called?

3. Decline — I, thou, he, this, that, who. What differences are there in the uses of the relatives—that, who, which?

4. Write out the principal parts of the verbs — cleave, dig, clothe, buy, go, burn, lend, must, prove, sell, shred, teach, weave, work.

5. What force have the prefixes be-, dis-, for-, mis-; and the suffixes -en, -dom, -head, -ness, -ry? Give examples.

6. Write a sentence containing every part of speech; parse each word.

7. Analyse—

The eagle flies very swiftly.

Every one that does so is a traitor and must be hanged.

Boundless intemperance in nature is a tyranny.

The time approaches
That will with due decision make us know
What we shall say we have and what we owe.

## 17.

1. Explain the terms — alphabet, abstract noun, collective noun, pronoun, transitive verb.

2. How is the gender of nouns expressed? Give examples.

3. When do you use the comparative and when the superlative degree of adjectives? Write out the comparatives and superlatives of — much, old, holy, little, ill, fore, wonderful, famous.

4. Give the principal parts of—fall, clothe, work, hit, write, strike, lose, run.

5. What are simple and compound sentences, expansion of subject, expansion of predicate? Analyse—

Thus they with anxious care from off the field
Bore towards the ships their dead.

6. Analyse the following, and parse the words in italics:—

And *round* the hollow *cave* her tendrils *flung*
A healthy vine, with purpling *clusters hung*.

7. Write in ordinary English—

An' then the work do keep 'em out o' harm,
Vor vo'ks that don't do nothen wull be vound
Soon doen wooze than nothen, I'll be bound.
But as vor me, d'ye zee, with theäse here bit
O' land, why I have ev'ry thing a'mwost

## 18.

1. What letters of the alphabet have more than one sound? Illustrate your answer by examples.

2. Distinguish substantives according to their modes of forming the plural. Account for the forms—pence, banditti, cherubim, errata, memorandums, indices.

3. Give instances of irregular comparison of adjectives. Explain the forms—next, erst, lesser, superior, first, foremost, rearmost.

4. Write in full the inflected tenses of the verbs am, can, do, give, wait, teach.

5. Make a list of all the words of Latin origin in the Lord's Prayer; and write a sentence entirely composed of words of English origin.

6. Correct the following:—

That is me.

Who do you mean?

Whom say ye that I am?

There is always trouble with those sort of things.

The same kind of terrases are found on the shores of the Ferth of clide, and in almost all the other esturies of Scotlond, and in place round the west highlands on the west cost of Scotlond. Simular or analagous raised beeches occur on the boarders of wales, and in the south of england.

7. Analyse—

In those sad words I took farewell.

Does my old friend remember me?

What reed was that on which I leant?

It is the day when he was born,
A bitter day that early sank
Behind a purple-frosty bank
Of vapour, leaving night forlorn.

## 19.

1. Construct a sentence comprising all the parts of speech.

2. Construct a sentence containing a relative which qualifies its antecedent, and also a sentence containing a relative which does not qualify its antecedent.

3. Give the principal parts of these verbs:—lay, lie, cleave, forego, spin, chide, freeze, sow, awake, ring, seat, fly, flow.

4. Classify English pronouns.

5. Is there anything in English answering to the ablative absolute in Latin? If so, what case is it? Give four examples.

6. Give instances of words that are adjectives, adverbs, conjunctions or prepositions, according as we use them in a sentence.

7. How are suppositions respecting the future expressed in English?

8. Distinguish between the uses of the relatives 'that' and 'who.'

## 20.

1. What is meant by a Case? How is the Posssesive case formed in English?

2. Give the ordinary rules, with exceptions, for the comparison of adjectives.

3. Explain the terms—verb, mood, tense, auxiliary, transitive, impersonal; giving illustrations of each.

4. What is meant by the Subject and Predicate in a sentence, and by the Object of a verb? Construct a sentence which shall illustrate your answer.

5. Correct the following sentences, pointing out where and why they are faulty.

It is me which you mean.

I never saw nothing like he.

He is taller than me.

He were tired, so he laid upon the bed.

I gave him more nor fifty yards start in two mile.

What a fool you be, says we.

6. How is the plural of substantives formed in English? Explain the forms—children, brethren, kine, mice, we.

7. How is the past tense formed in English verbs? Explain the forms—made, had, bought, ought, did.

8. Explain, with instances, Final Sentence, Conditional Sentence, Relative Sentence, Oblique Narration, Parenthesis.

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